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ABSTRACT

The Asian Regional Seminar on Polyvalent Adult Education Centers, held during September, 1971 in Bombay, was attended by individuals representing United Nations agencies, Afghanistan, Cambodia, India, Indonesia, Iran, Japan, Republic of Korea, Laos, Malaysia, Nepal, Phillippines, Singapore, South Vietnam, and Thailand. Seminar objectives included evaluating the Bombay Polyvalent Adult Education Center and examining the possibilities of using the Bombay experience in other Asian countries. A general report provides conference information and presents synopses of two papers regarding adult education centers in Yugoslavia and France: agenda paper number one, Polyvalent Adult Education Center: Structure and Organization--Indian Experience and its Evaluation; and agenda paper number two, Concept of Polyvalent Adult Education. Main seminar conclusions and recommendations are outlined by objective. Taking up over half of the document, appended material lists participants and presents summary texts of the following: two addresses to the inaugural session of the seminar; six messages sent to the seminar from around the world; agenda paper number one; "The Shramik Vidyapeeth: An Evaluative Study of Polyvalent Centre"; and agenda paper number two. (LH)

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POLYVALENT ADULT EDUCATION CENTRES

FINAL REPORT OF

THE ASIAN REGIONAL SEMINAR ON POLYVALENT ADULT EDUCATION CENTRES

Organised by

MINISTRY OF EDUCATION AND SOCIAL WELFARE
Government of India

IN COLLABORATION WITH UNESCO

September 20 to 27, 1971
BOMBAY (INDIA)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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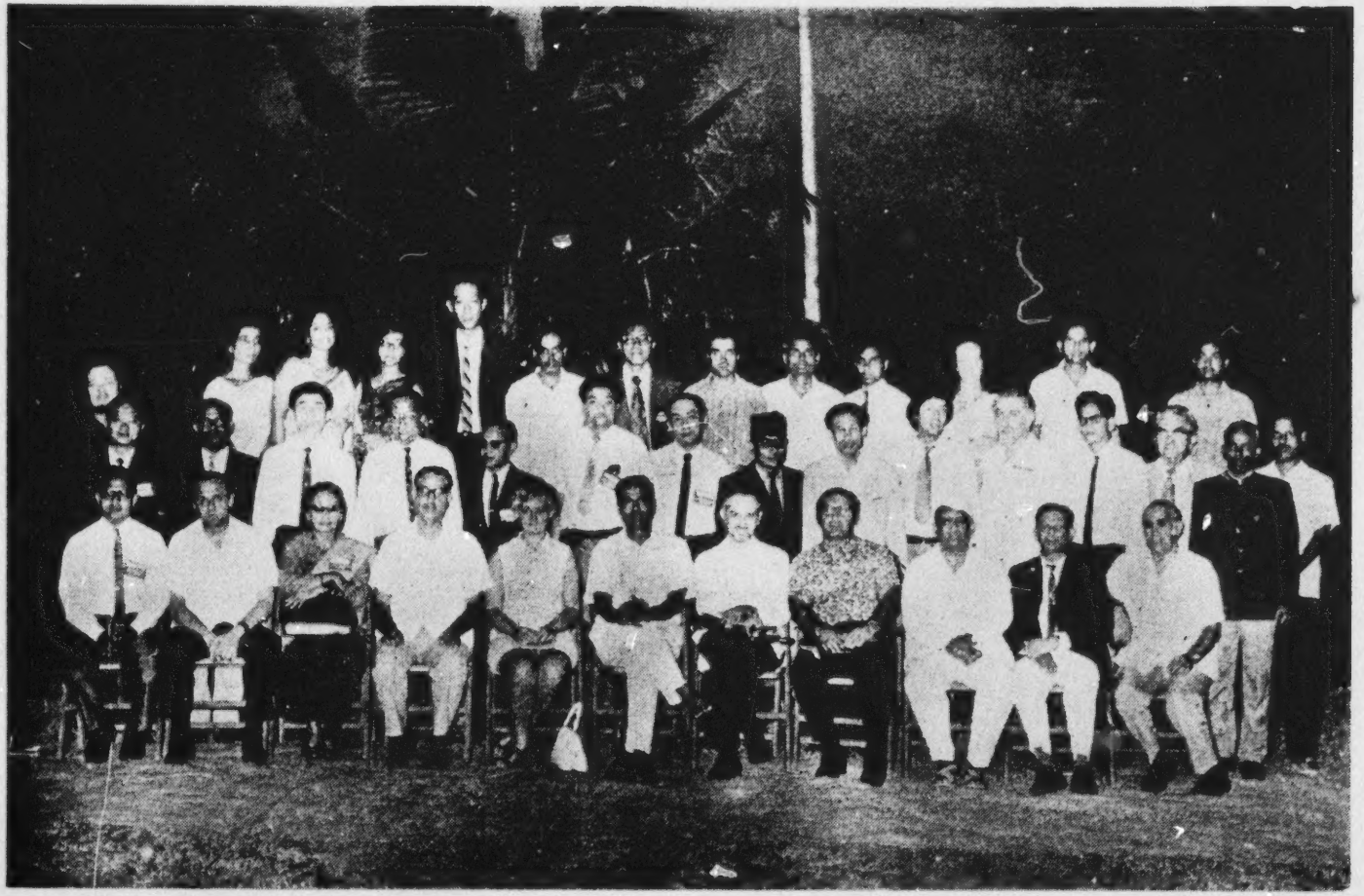

Participants of the Asian Regional Seminar on Polyvalent Adult Education Centres.

CONTENTS

Page

I. GENERAL REPORT ... 1

Introductions
Objectives
Participants
Programme
(i) Opening Session
(ii) Messages
(iii) Seminar Elections
(iv) Agenda
(v) Working Groups
(vi) Other Activities
(vii) Concluding Session

II. POLYVALENT ADULT EDUCATION CENTRE: STRUCTURE AND ORGANISATION— INDIAN EXPERIENCE AND ITS EVALUATION ... 8

III. CONCEPT OF POLYVALENT ADULT EDUCATION ... 12

IV. MAIN CONCLUSIONS AND RECOMMENDATIONS ... 15

APPENDICES

Appendix A LIST OF PARTICIPANTS/REPRESENTATIVES OF U.N. AGENCIES/CONSULTANTS/OBSERVERS ... 18

Appendix B ADDRESS BY MISS RUTH LAZARUS UNESCO REPRESENTATIVE, TO THE INAUGURAL SESSION ... 24

Appendix B-I INAUGURAL ADDRESS BY MR. M. D. CHAUDHURY, EDUCATION MINISTER, MAHARASHTRA STATE ... 26

Appendix B-II PRESIDENTIAL ADDRESS BY PROF. D. P. YADAV, UNION DEPUTY MINISTER FOR EDUCATION AND SOCIAL WELFARE ... 28

Page

Appendix C MESSAGES ... 33

(i) Mr. John E. Fobes,
Acting Director General of UNESCO

(ii) Dr. G. S. Pathak,
Vice-President of India

(iii) Mrs. Indira Gandhi,
Prime Minister of India

(iv) Mr. Ali Yavar Jung,
Governor of Maharashtra

(v) Mr. R. K. Khadilkar,
Union Minister for Labour and Rehabilitation

(vi) Mr. Moinul Haque Choudhury,
Union Minister for Industrial Development

Appendix D POLYVALENT ADULT EDUCATION CENTRE: STRUCTURE AND ORGANISATION (An Indian Experience) ... 35

Appendix D-I THE SHRAMIK VIDYAPEETH: AN EVALUATIVE STUDY OF A POLYVALENT CENTRE ... 46

Appendix E POLYVALENT ADULT EDUCATION CENTRE: CONCEPT AND DESCRIPTION ... 55

GENERAL REPORT

Introduction

The Asian Regional Seminar on Polyvalent Adult Education Centres, convened by the Government of India, Ministry of Education and Social Welfare in collaboration with UNESCO was held in Bombay. India, from September 20th to 27th, 1971.

Objectives

The objectives of this Seminar were :

(i) to analyse the results obtained by the Polyvalent Adult Education Centre in Bombay, and

(ii) to examine the possibilities of using the Bombay experience in other Asian countries.

Participants

One participant from each of the following countries attended the Seminar :

Afghanistan, Cambodia, India, Indonesia, Iran, Japan,

Republic of Korea, Laos, Malaysia, Nepal, Philippines,

Singapore, Republic of Vietnam and Thailand

Ten additional participants from the host country India, representatives of UNESCO, FAO, ILO, two consultants and five observers also joined the Seminar and took part in its deliberations. A list of participants is given in Appendix A.

Programme

(i) Opening Session :

The Seminar opened on 20th September at Bombay and Dr. S. N. Saraf, Director, Bureau of Pilot Projects, Adult Education and Statistics in the Ministry of Education and Social Welfare, welcomed the participants on behalf of the Government of India.

This was followed by an address by Miss Ruth Lazarus, representing the UNESCO Secretariat, who conveyed the greetings of Mr. John Fobes, Acting Director-General of UNESCO to the gathering. The text of Miss Lazarus's address is given in Appendix B.

The Seminar was to have been inaugurated by Mr. M. D. Chaudhury, Education Minister, Maharashtra State, but as he was unable to attend, the inaugural address was read out in absentia. Mr. Chaudhury's inaugural address is given in Appendix B-I.

The opening session was presided over by Prof. D.P. Yadav, Union Deputy Minister for Education and Social Welfare.

The text of the president's remarks has been summarised and is given in Appendix B-II.

(ii) Messages:

Messages to the Seminar were received from Dr. G.S. Pathak, Vice-President of India, Shrimati Indira Gandhi, Prime Minister of India, Shri Ali Yavar Jung, Governor of Maharashtra, Shri R.K. Khadilkar, the Union Minister of Labour and Rehabilitation, and Shri Moinual Haque Chowdhury, Union Minister for Industrial Development and were read out. These including the message of the acting Director-General of Unesco are given in Appendix C.

(iii) Seminar Elections :

Dr. S.N. Saraf, participant from India was elected Chairman and Mr. Alejandro R. Roces from Philippines, and Dr. M. Bastanpour from Iran were elected as Vice-Chairmen.

(iv) Agenda :

The Seminar discussed the following topics :

(i) Polyvalent Adult Education Centre: structure and organisation (an Indian experience)

(ii) Shramik Vidyapeeth: an evaluative study of a Polyvalent Centre,

(iii) Polyvalent Adult Education Centre: concept and description.

(iv) Experience in other Asian countries.

Agenda papers on the above topics had been drafted by the Directorate of Adult Education in the Ministry of Education and Social Welfare, Government of India, finalised in consultation with Unesco, and circulated to the participants in advance. Agenda papers on each topic were presented for initiating the discussion in the Seminar. Mr. K. Milinkovic from Yugoslavia and Mr. Scheffknecht from France who were invited to be consultants to the Seminar made presentations with reference to similar work in the field of adult education in their respective countries.

Being closely associated, as Unesco Expert, with the development of the project of Polyvalent Centres in India, Mr. Milinkovic, mentioned that the papers distributed in the Seminar included some of his ideas also about the polyvalent

approach to adult education. In view of this, he confined his presentation to the experience in the field of adult education in Yugoslavia, with particular reference to Workers' University. He said that the development of adult education in Yugoslavia could be divided into two periods i.e. development up to 1950 and what followed subsequently. Up to 1950 adult education was organised on a voluntary basis by the so called "Peoples' Universities," political organisations and trade unions. The second period, he said, started with the organisation of a net-work of a new type of institutions which were called by the name of Workers' Universities from 1959 onwards. "The first Workers' University was founded at Belgrade with a nucleus staff which consisted of three full-time instructors. This institution had a rapid development and now there are 150 full-time employed people and 800 part-time instructors. The Workers' University in Belgrade had developed as a professional institution for adult education where all staff are paid. During the year 1970 more than 30,000 students participated in various courses, seminars and schools organised by the university. These figures do not however include thousands of other people who attended various lectures, cultural activities and instructive exhibitions." The development of Workers' University at Belgrade on these lines, he pointed out, was possible because adult education was considered the responsibility of the entire society and not only of adult educators. For instance, towards the education of working adults in Belgrade arrangements were worked out under a contract signed between the chambers of commerce / trade Unions and work units (factories and administrative services). "Under this contract every work unit is obliged to plan and create provision for adult education of employed people. The plan which is required to be submitted for approval to the chambers of commerce every year by 1st of June, needs to include a definite allocation of funds for implementing the programme included in the plan". The role of the chambers of commerce, he stated, was to coordinate the work of various types of educational institutions and make their services and programme available for different enterprises and also to give technical advice to the factories and other enterprises in planning their respective programmes. Almost 75% of work units in Belgrade, he mentioned had such contracts with the chambers of commerce. In Yugoslavia, where such programmes were obligatory for the enterprises and work units, Mr. Milinkovic said that to the workers' universities and adult education institutions, finding students for their programmes presented no problem nor was there any problem in financing educational work. Each Workers' University had almost a similar pattern of organisation. The programme of each university, however, differed from place to place according to the varied needs of each, where it was located. Explaining the operational structure of a Workers' University, Mr. Milinkovic stated that such a university was managed by a 'Workers' University Management Board.' Each university had generally departments for research, programme planning, production of books and educational materials, training of instructors and secretarial and administrative services. The programme planning department took into account programming for general education, professional and technical education, civic education and aesthetic and cultural education activities.

Mr. Jean Sheffknecht presented a case study of the University Centre of Economic and Social Development at Nancy in France and illustrated its working as an example of a centre for continuing education. In his presentation he mentioned that the educational policy of the Centre was based on "the building of various answers to demands of adult individuals or communities" who belong to different socio-economic background. The organisation of the Centre was conceived to meet these objectives and included departments for individual training, collective training and socio-pedagogic intervention, research development and training of trainers, and multi media department.

The department for individual training was concerned with the training of persons taking individual inscription at the Centre. It had two main characteristics, namely (a) a system for service for counselling and orientation, and (b) a unit system. The demands of adult students who took inscription at the Centre were examined, training objectives discussed and the testing of the level of knowledge of individuals done through the system of counselling and orientation service. After the first contact with this system either the students entered the unit system of the Centre or provided orientation to other activities outside the Centre because it had been found that the Centre could not answer their demands. The whole training system of this Department was divided into units, each of which being defined as objectives rather than in terms of programmes. This means that each participants knew what he should be able to perform in order to acquire one training unit. The main principles of this sytem were that—each adult negotiated his route through the system of counselling and orientation service; there was no final examination; evaluation was permanent and took place inside each unit; each adult who proved that he could meet the requirements of the unit was awarded the unit—in other words he could acquire a unit without following the corresponding courses at the Centre; the adult students learnt at their own pace—there was no time settled for the completion of the unit; if an adult has to stop his study for any reason he did not loose the units he went through and capitalized—he can come back to the study with his capital whenever he had an opportunity or need for it; and that the routes through this unit system if linked with the award of a diploma were compulsory, if not, the units were tailor-made. The speciality about training system in this and other departments in general was that they try to produce methodology for "personal development", and thus avoid the traditional distinction between vocational training and cultural education.

The department for collective training and socio-pedagogic intervention was based on the principles that a given community (town, region—rural and industrial, an industrial organisation, an administration, a hospital, etc.) was responsible for its own development; education was one of the means of development; in the near future specific system for continuing education was required to be built in each community wanting to hasten its development; people assuming responsibility in the community were expected to take over the responsibility of education and in order to be able to do so it was necessary that they found methodological help from outside such as training people in the community to take over the whole process

of development of the community including its educational aspects (more deeply it meant also in most cases structural change in the organisation—or the community). The main feature of this approach was that the educational process was largely determined by the social setting and that one had to act on this setting to facilitate development on education. The staff in this department had a solid training as change agents and as adult educationists. According to the complexity of the problems encountered in a given community, their intervention ranged from 6 months to 2 years. The intervention ceased once the system inside the community became autonomous in its internal action. One of the fundamental problems the department tried to solve was to further build systems in the communities for continuing education and in developing specific structures fundamentally different from those existing in the traditional educational system.

The department for research development and training of trainers had no full time staff. The people who worked in the field spent in principle, part of their time in research work and training adult trainers. The programme of research was very much linked to the practical problems encountered in the field. Some of this work was done in collaboration with the university research workers. The main areas for research were—methodology of personal development, systems for continuing education in formal and informal organisations, needs and demands in adult education, representations and concepts in adult learning, strategies for the training of trainers, social change, etc. The training of trainers was very much developed in the Centre. It ranged from one week information on adult education to two years training of change agents and adult educationists. An attempt was being made by the Centre to provide real training of trainers, and not just teaching of trainers, which was still the case in most instances.

The multi-media department produced educational films for television and worked on the production of materials for self education. It also had practice in close circuit programmes through which it identified learning problems linked to television. This department had also put up specific programmes for the training of technicians and educationists who wished to specialise in the field of multi media.

Mr. Sheffknecht mentioned that the Centre had 130 employees out of which 60 were university trained members of the staff. Referring to the financial resources of the Centre, he said "the centre is 80 per cent supported by the state, 5 per cent by local agencies and 15 per cent by private contracts". The Nancy Centre was the only one of its type in France and the expansion of such Centres was in the process, Mr. Sheffknecht added concluding his remarks.

The participants were also requested to report their experience with regard to similar work in their own country and brief reports were presented on the programmes in Afghanistan, Cambodia, Indonesia, Iran, Japan, Korea, Laos, Malaysia, Nepal, Phillipines, Singapore, South Vietnam and Thailand.

(v) Working Group :

Following the discussion on Indian experience and its evaluation, the Seminar was asked to consider the question of application of the concept of Polyvalent Adult Education to the Asian countries. It was decided that the most effective way of doing this would be to elect a working group. The following were elected to the Working Group which included the Chairman and the two Vice-Chairmen of the Seminar :

Dr. M. Bastanpour	Iran
Mr. Bounthong	Laos
Mr. Chan Kok Kean	Singapore
Mr. Kazufusa Moro-oka	Japan
Mr. Alejandro R. Roces	Phillippines
Dr. S.N. Saraf	India
Mr. Yusof Bin Junid	Malaysia

The Working Group elected the following :

Mr. Yusof Bin Junid	...	Chairman
Mr. Chan Kok Kean	...	Rapporteur
Mr. Kazufusa Moro-oka	...	Rapporteur

The following assisted the working group :

Miss Ruth Lazarus	...	Unesco H.Q. Representative
Mr. Marcos Ramos	...	Unesco Representative of Regional Office, Bangkok
Mr. K. Milinkovic	...	Consultant
Mr. Jean Scheffknecht	...	Consultant

The following resource personnel also assisted and provided secretarial services :

Dr. T.A Koshy Mr. B.C. Rokadiya	Directorate of Adult Education, Ministry of Education and Social Weifare, Govt. of India
Mr. G. K. Gaokar Mr. R. D. Desai Mr. M. G. Patankar	Bambay Shramik Vidyapeeth

(vi) Other activities :

The Seminar included visits to two courses of the *Shramik Vidyapeeth** Bombay. A film on "Shramik Vidyapeeth—Polyvalent Adult Education Centre" sponsored by the Ministry of Education and Social Welfare in collaboration with UNESCO and produced by the Films Division, Government of India was screened for the benefit of the participants.

(vii) Concluding Session :

As the Seminar moved towards its end, the Report of the Working Group, submitted by the Chairman was taken up for consideration. Its conclusions and recommendations were approved with certain amendments. Appreciation in warm terms were expressed and conveyed to the Government of India and Unesco for organising the Seminar and for providing an opportunity to study the *Shramik Vidyapeeth* in Bombay.

The Chairman, in his closing remarks stressed that polyvalent adult education was a new field and Unesco's interest in developing its experimental and potential value held a rich promise for the future. He expressed his fervent hope that the scope of such association and assistance would be widened to other interested countries in Asia. He further expressed his pleasure and grateful thanks to the Asian countries who had responded to the invitation to participate in the Seminar and made such helpful contributions through their participants. The work of the consultants was gratefully acknowledged and tribute was paid to the Bombay City Social Education Committee and the staff of the *Shramik Vidyapeeth* Bombay who helped in arranging to hold the Seminar in Bombay.

**Shramik Vidyapeeth* is the Hindi name for Polyvalent Adult Education Centre.

II

POLYVALENT ADULT EDUCATION CENTRE: STRUCTURE AND ORGANISATION—INDIAN EXPERIENCE AND ITS EVALUATION

The Indian experience and its evaluation constituted the main points of the two agenda papers viz. Polyvalent Adult Education Centre: Structure and Organisation (Indian Experience), and the Shramik Vidyapeeth—An Evaluative Study of the Polyvalent Centre which were formally presented by Dr. S. N. Saraf and Dr. M.S. Gore, respectively.

Dwelling on the significant aspects of the Indian experience Dr. Saraf stated that although the programme of polyvalent adult education had not expanded to a large extent and the number of people covered was not what one would have expected remembering the large industrial population in the city of Bombay, it had certainly been possible to evolve a number of integrated courses through this Centre. The Centre could not make a large impact mainly because this programme was to be organised on a pilot basis The term polyvalent which meant multifaceted signified a well rounded approach to the development of industrial workers and was manifested in the type of courses the Polyvalent Centre in Bombay had been organising The Centre had the cooperation of trade unions as well as of the industrialists and other organisations in the city of Bombay and boded well for the future. The programme had passed through the pilot stage and now a big programme in this field not only in Bombay but also in other industrial and urban areas of India was contemplated. A summary of the text of the agenda paper on the topic is given in Appendix D.

Introducing the background of the evaluative study of the *Shramik Vidaypeeth* (Polyvalent Adult Education Centre) Bombay, Dr. Gore briefly summarised the findings which had already been circulated to the participants in advance. Initiating the discussions, he said that the Bombay Centre had been in existence barely for one year when the evaluation was undertaken. The evaluation itself went on for a period of 9 months and it was a year before the report was handed over to Unesco. The evaluation study took into account the programmes that had been undertaken in the first year of the working of the Centre. Two years had passed since the study was undertaken and it was quite possible that the situation had changed and the remarks that had been made in the report, probably now would have to be

revised in the light of subsequent work and experience of the Centre. The study had a defined scope and a set of objectives as given by Unesco. Accordingly, the extent and type of planning undertaken by the Centre in developing the polyvalent approach was to be assessed. An attempt was also made to assess in a rough and ready fashion the extent to which the participants had been benefited by the courses. This would facilitate exploring the possibility of extending the programme to other areas. Of the 14 or 15 courses undertaken by the Centre, 10 courses were selected and divided in broad terms, into (a) courses which were organised for a clearly identified clientele, such as the courses which were organised for factory workers in a particular factory and (b) courses which were organised on its own initiative by the Polyvalent Centre. At the time of the study, it was found that it made a great deal of difference as to whether the particular programme had been requested by the employer or by their workers or the programme had been organised on their own initiative by the Centre for an undefined group of workers. It was found, as can be seen from the summary of the report that courses which had been organised for clearly identified employers and their workers invariably proved to be better organised, more effective and better utilised by the workers than the courses organised by the Centre on its own, for an undefined category of workers.

Adverting to the various tasks the Centre had taken up, such as identifying the educational needs, identification of cooperating agencies, syllabus formulation, selection of instructors and equipping them with the kind of communication skills and vocabulary which makes meaning to the participants, selection of participants and motivation of the workers in attending these courses, Dr. Gore discussed the salient findings. Dr. Gore mentioned that the major comments in the evaluation findings were the lack of time for careful planning resulting in an ad-hoc approach to many of the courses, inexperienced staff handling the programme without any clear idea about what polyvalent education was after. The impression gathered through the study was that at least the staff at that particular point of time was not sufficiently clear about it. This was the major limitation. What the Centre had sought to do was to organise job-oriented courses for people in employment and an effort was made to evaluate these. Giving his views on the overall assessment Dr. Gore stated that the experiment could be considered to have met with a moderate success initially and that it would be worthwhile to make the effort to improve it and extend it to other places. A summary of the text of the agenda paper on the item is given in Appendix D 1:

In the discussion that followed, questions were asked by the participants regarding the remedial steps taken to improve the programme, the number and characteristics of participants in the courses organised by the Bombay Centre, selection and methods of orientation and training of teachers, preparation of reading materials assigned for different courses, the process of programming, rate and reasons of drop out, and adjustment of the training calendar of the courses with the work shifts in the industrial establishments. It was stated that the evaluation study made by the Tata Institute of Social Sciences was found to be very valuable

as it provided the necessary feed back in time. Taking note of the suggestions and recommendations on various aspects, remedial steps were taken to improve the process of programming. The points were further explained at length in the light of Indian experience with certain illustrations.

Some participants wanted to know the impact of the programme on industries. In the light of the evaluation findings, it was explained that while some industries who had sponsored workers for the courses of the *Shramik Vidyapeeth* were very definite that there had been a gain and the workers had improved their skills, quite a few others were not so positive. However, during the discussions with the supervisory sraff and also the higher level management of quite a number of industries, a positive interest in the programme was detected and they appeared to be profitably oriented to the idea of having such programmes, were willing to provide not only place for the courses but also permit their machines to be utilised for the purpose of training outside the working hours and to lend the services of their staff as instructors in the courses for an hour or two. That there has been not only acceptance of the courses but cooperation in organising these was an indication that the value of the courses was being recognised by the industries and trade unions.

A question was asked whether any recognition was being given to those who had taken up the courses of the *Shramik Vidyapeeth*. It was explained that the *Shramik Vidyapeeth* issued a certificate to those who had completed the course. However, issuing certificates was not considered as significant as the organisation of courses in such a way that they were found functionally useful by the participants and those who sponsored them to attend these courses. It was felt that the training might be so organised that the participants, if they choose to, could appear in some of the government recognised examinations.

Another question which came up was whether the concept of polyvalent adult education could also be applied to rural areas. It was stated that although the Indian experience of polyvalent education has been confined to urban areas, the concept could be equally applied to rural areas as well.

To some participants who wanted to have an idea about the various resources of the Centre, it was explained that although initially government funds had to be used for setting up the Centre and initiating the programme, it was found from experience that it was possible to tap other resources in cash and kind from the collaborating agencies and if necessary from the participants too. Availability of resources however depended on the functional value of the courses organised by the Centre.

The points which emerged in the ensuing discussion were :

(i) The distinct feature of the programme of polyvalent adult education was that it aimed at the total life of the working adult; was tailor made to suit the aptitudes of the participants; and organised at times and places convenient to them.

(ii) Surveys are important for identifying the educational and training needs of prospective participants, and cooperating agencies have a definite place in the programme planning of the Polyvalent Adult Education Centre.

(iii) Evaluation procedures to assess the general impact of the programme and the efficiency and productivity of the workers participanting in the courses must be laid down in the process of programming.

(iv) Adequate orientation and training of staff is basic to the success of any educational programme. This could be organised by a Central Unit for a number of Polyvalent Centres as a supportive service.

(v) Motivation of adult learners participating in the courses varies and these variations need to be taken into account in designing "tailor-made" and "need-based" curricula.

(vi) In financing the courses the government, the collaborating agencies and participants could be involved as this involvement could lead to self-reliance thus making the Centre financially self-sustaining to some extent.

(vii) The polyvalent adult education as a concept can be extended to rural areas also.

(viii) The Bombay Centre has met with moderate success and the polyvalent approach to adult education could still be considered as an innovation in the field of adult education.

III

CONCEPT OF POLYVALENT ADULT EDUCATION

The paper on the agenda item Polyvalent Adult Education : Concept and Description was presented by Miss Ruth Lazarus and Dr. T. A. Koshy.

Following the agenda paper, circulated in advance to the participants, Miss Lazarus pointed out at the outset that there was no such thing as a model Centre. Each Polyvalent Adult Education Centre took its identity from the milieu in which it was placed and the form each Centre would take depended upon the social, political, cultural situation in the place. Explaining further the development of the idea of polyvalent adult education, she pointed out that the project in India was started in an urban area as an experiment because it was believed that it might be easier working in an urban area than in a rural area, but the concept as such was applicable to rural areas as much as to urban areas. Speaking on the various principles in terms of certain characteristics of the polyvalent adult education centre, Miss Lazarus stated that the centre was not a school in the formal sense but an institute which developed courses on requests from industries, trade unions, or individuals belonging to particular operational groups, and took into account in designing curriculum the felt needs which were identified and analysed by the staff of the centre. Discussing the polyvalent nature of educational needs, she emphasised that educational opportunities should have no terminal point but should be available throughout the entire period of the workers' life. She added that this idea was very much in conformity with the new thinking of permanent life long education. Discussing the problem of integrated courses, Miss Lazarus said that the entire programme was based on innovation. General education could be provided not as in the traditional system, but integrated, according to the level of the adults, with technical training. Concluding her presentation, Miss Lazarus stated that the polyvalent approach was not static—it was flexible and open to new ideas and that to make a Polyvalent Adult Education Centre a living organisation in the community, it should have links and collaborate with all agencies—with the government, economic enterprises, trade unions, universities, women's groups and youth groups.

Dr. Koshy explained the concept in the light of questions like, what is polyvalent and in what way education of this type was different from functional literacy and how problem-oriented curriculum was designed. Discussing the concept in the light of the experience of developing the Polyvalent Centre in India, he

emphasised that this was a programme, mainly for employed workers, designed to improve their productive capacity and make them better workers in terms of their participation in social, civic and community activities. Stressing the distinct features of polyvalent adult education, Dr. Koshy said that the ultimate aim should be to turn out a better person and a better worker in all aspects. A summary of the text of the agenda paper, Polyvalent Adult Education Centre: Concept and Description is given in Appendix-E.

The main points which emerged from the presentations made by Miss Lazarus and Dr. Koshy were:

(i) An adult worker's educational needs are muitiple, and to develop his full personality and his participation in the life of the community he must have continuing access to education and training which includes academic, technical, cultural, civic and other components,

(ii) Polyvalent Adult Education Centre was not for urban and industrial areas alone but the concept could equally be applicable to rural areas,

(iii) Polyvalent Adult Education Centres will have different forms from country to country and from area to area—each Centre should have its own identity,

(iv) the educational needs of working adults are diverse and the Centres must take these into account in planning the educational courses or training courses,

(v) education should have no terminal point,

(vi) in programming the courses functionality is to be emphasised,

(vii) the staff of the Centre should act as an inter-disciplinary team,

(viii) there is need to provide various types of cultural programmes in addition to formal integrated courses organised in Polyvalent Centres,

(ix) convenience of the workers should be the primary factor in determining the timings and the venue of the courses,

(x) training of the staff should be considered a very important feature of Polyvalent Adult Education Centre, and

(xi) that evaluation should be an on-going process in the various programmes of the Polyvalent Centre.

In the discussion that followed some participants asked for clarification on the difference between the concept of functional literacy and the polyvalent adult educational concept. It was pointed out that the functional literacy programmes

were provided for a specific clientle who could not read or write whereas polyvalent adult education was directed to the needs of workers at various levels and at different periods of their working life.

Some participants felt that the concept of polyvalent adult education was already in practice in certain Asian countries, while to others it was a new concept. It was stressed that the polyvalent adult education concept aimed at developing programmes in which different educational subjects were interrelated and linked in a functional entity.

IV

MAIN CONCLUSIONS AND RECOMMENDATIONS

The Working Group considered the objectives of the Seminar and discussed the question of application of the Indian experience and the concept of "Polyvalent Adult Education" to the Asian countries. It presented a series of conclusions and recommendations which were then put to the full seminar for amendments and adoption. The conclusions and recommendations so adopted are :

In regard to the first objective of the Seminar, viz: an analysis of the results obtained by the Polyvalent Adult Education Centre in Bombay, taking note of the discussions and field visits during the first four days, it was agreed that the experience derived from this experimental project, though of relatively short duration, nevertheless indicates the soundness of the polyvalent approach. In other words, an integrated adult education programme would not only help the adult to improve his general educational level but also his individual capacities and work proficiency. There is sufficient evidence to confirm the assumption that general education by itself or technical education by itself cannot meet the need of the worker but an integrated course of both is more likely to fulfil the objective. There is also evidence that such integration is effective in creating motivation and sustaining the interest of the worker participants.

Based on the experience of the Bombay Polyvalent Centre, the following conclusions can be drawn:

(a) The learning needs of adults in urban and industrial areas are polyvalent in nature and hence there is need for polyvalent adult education to meet such needs. Pre-determined and pre-designed programmes or courses with stress on a single aspect such as literacy, vocational training, recreational activities or civic education, would hardly meet the need and therefore will generate little or no motivation in the adult participant for learning.

(b) Programme planning is based on the needs and problems related to the participant's work and life.

(c) The principal advantage is in integrating vocational instruction with general education. The integration of general education with vocational training not only facilitates more meaningful participation in vocational training leading to increased economic effectiveness but also increases the usefulness of general education to the individuals.

(d) For most working adults, learning is a voluntary and optional activity. To motivate and sustain their interest in learning the competency of the instructors and pedagogical methods need to be of a high standard.

(e) The management and supervisors of enterprises have appreciated the fact that the courses were specific or "tailor made" which has enhanced the possibility of more involvement by them and also of obtaining greater support from them for the programme. Similarly, the participants have also appreciated the courses as they were designed to meet the needs of specific groups of workers.

(f) The courses being part-time, it was possible to obtain the facilities and accommodation for use from the collaborating agencies and other organisations thus reducing the cost of the programme. This means that the Centre does not require a big financial outlay on building and equipment to operate its programme. Besides reducing the cost of accommodation and its maintenance, this arrangement has contributed to the success of the programme as the classes are held at places convenient to participants.

(g) Another significant result of the experiment is that it is better to secure the services of well qualified part-time instructors rather than appointing full-time permanent instructors.

(h) Although initially sceptical of the value of the courses organised by the Centre, the management of the enterprises and other agencies, who collaborated in the programme expressed their approval of the programme and recognised the beneficial effect on the workers' efficiency. Likewise, the participants who at the beginning were doubtful of the value of these courses to them, later came to realise that they were, in fact, in their interests, both in relation to their performance at their jobs as well as their individual development.

(i) It has been recognised that there was a need for having orientation and training programme for the training of trainers.

With regard to the second objective of the Seminar viz. to examine the possibilities of using the polyvalent approach in other Asian countries, the following conclusions were reached :

(a) The concept of polyvalent adult education was accepted in principle, and noting that polyvalent adult education was, in fact, already in operation under different nomenclatures in several countries in Asia, it was for the countries concerned to adopt and adapt this concept to their particular conditions and requirements.

(b) The Asian countries may set up a committee of experts which would include planners, educationists, administrators and others at the national level :

(i) to examine the existing programmes in the light of the polyvalent concept

(ii) to recommend the introduction of the elements of this concept as far as possible in existing institutions, on the basis of field and depth surveys and studies, and

(iii) to experiment with pilot project centres, based on the polyvalent concept with a view to the possibilities of further expansion.

(c) As the word 'polyvalent' in the English language was rather ambiguous, its substitution by a more suitable English term should be considered in the context of this concept.

(d) Unesco as well as national bodies should explore the possibility of applying the concept in rural areas.

(e) The Government of India be requested to prepare, in collaboration with Unesco, a brochure on Polyvalent Adult Education Centres for circulation within India and the Asian countries.

(f) The Member States from Asian countries should also hold National seminars to follow up on the recommendations of the present seminar to review progress and to suggest programmes for further development.

(g) Unesco should arrange international and regional seminars and conferences to review progress and to formulate recommendations for further development of the programme.

(h) Unesco be requested to expand the programme of fellowships to enable adult educators in the Asian countries to study polyvalent and similar institutions in other countries.

(i) The Unesco Regional Office for Education in Asia, Bangkok, should be suitably strengthened to enable it cater to more effective exchange of information and experience among Asian countries on matters pertaining to adult education.

(j) It was noted with concern that existing forms of school systems in many Asian countries were not designed to train young people to meet the present needs. It was, therefore, recommended that adult education programmes be expanded in a realistic manner to meet the requirements of the growing number of out-of-school youth and adults both in urban and rural sectors—in line with the needs of the Second Development Decade.

(k) There are many forms of adult education programmes, of which the most appropriate should be used depending on the circumstances and the resources available within the framework of national priorities.

(l) That in view of (k) above, the Asian countries re-examine their adult education programmes to determine the role of polyvalent adult education in national development plans.

Appendix A

ASIAN REGIONAL SEMINAR ON POLYVALENT ADULT EDUCATION CENTRES

List of Participants/Representatives of U.N. Agencies Consultant/Observers

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Appendix B

Address by Miss Ruth Lazarus UNESCO Representative to the Inaugural Session of the Asian Regional Seminar on Polyvalent Adult Education Centres

Mr. Chairman and honourable guests, Unesco has, as many of you know, been closely asociated with the Indian experience in the Polyvalent Adult Education Centres. The idea was initiated in 1964, and at the request of the Indian Government Unesco sent out the first Expert Mr. K. Milinkovic—who I am happy to say is among us today, to survey the possibilities of starting Centres in India. It was on the basis of his feasiblity report that the Government of India decided to experiment with this new concept, and the first Centre to be set up was the *Shramik Vidyapeeth* here in your city of Bombay, in 1967.

Today we are here to examine the results of this experience. Why, this emphasis on Polyvalent Adult Education Centres you may ask? The answer to this question has its origin in the context of a wider problem—that is the great need in nearly all the economically underdeveloped countries to relate education in the most realistic manner to social and economic needs. A well known economist recently said "Economics does not start with goods.....it starts with people, their education, their organisation and discipline. Without these three all resources remain latent untapped and potential".....There has been plenty of evidence to observe the truth of these words and education, training, health and rational attitudes to life and work have acquired great recognition in development programmes in the last ten years. But education is not a magic word and—as we well know—formal education systems as they exist are now being questioned in most parts of the world as having failed to produce the beneficial results expected. This means that there is at present a great challenge to adult education. A challenge which implies providing education which is *subject* oriented--not *object* oriented. That is to provide a form of integrated education--at any period of adult life based on the socio-cultural and economic needs of a man, rather on a pre-established formal system which has a terminal point. This, ladies and gentlemen, is the basic idea behind polyvalent adult education.

Unesco in trying to meet this new challenge has sponsored these centres in India--which with its many problems and great human potential--was the first Member State chosen for this experiment. We, therefore, consider the Indian

experience to be of the greatest interest and importance to other countries. This Seminar is thus both timely and significant. It is perhaps a historic occasion in the annals of adult education and will provide, I am sure an inspiration and stimulus to the participants from other Asian countries.

May I also in conclusion draw the attention of the participants to the forth coming Unesco Third International Conference on Adult Education which will take place in Japan from the 25th July to 7th of August next year. This conference to which all Unesco Member States will be invited will consider in the context of the second development decade—the very important problem of the utilization of human resources through adult education. I will, therefore, place much emphasis on the findings of this Seminar and the application of the concept of polyvalent adult education.

As one who has been associated with the Indian experience from its very beginning I have witnessed the keenness and dedication with which my Indian colleagues have tackled a difficult yet challenging job, and have seen how through their effort this idea has blossomed and taken root in the thinking of the educators and social planners throughout this vast country. May, I therefore, add my own good wishes to the success of this Seminar and thank our hosts for the excellent preparation and the care they have taken for our comfort and well being in this historic city of Bombay.

Appendix B-I

Inaugural Address to the Asian Regional Seminar on Polyvalent Adult Education Centres*

By Shri M. D. Chaudhuri
Education Minister, Maharashtra

Friends,

I feel greatly honoured that I have been invited to inaugurate the Asian Regional Seminar on Polyalent Adult Education Centres. I understand that participants from 14 countries from the Asian Region, representatives from UNESCO, FAO and ILO and special consultants have come from Yugoslavia and France. That such eminent participants should assemble here to discuss the different aspects of polyvalent adult education and to plan for further development of this programme is in itself a token of the initial success of the project undertaken in Bombay.

I am very happy that the Polyvalent Education Centre was started in Bombay --the capital city of Maharashtra State. The efforts in adult education in this State date back to the year 1936. About the past 10 years, adult education has gathered considerable momentum in Maharashtra, especially in regard to literacy, as a result of the movement called the "*Gram Shikshan Mohim* (Village Education Movement)". This movement has received wide acclaim both in India and abroad. The contribution of the Bombay City Social Education Committee to the education of the industrial workers has also received international notice. It is, therefore, appropriate that the first Polyvalent Adult Education Centre should have been located in Bombay city.

I am proud that Unesco has assisted in the project of Polyvalent Adult Education in India—sponsored by the Union Ministry of Education and Social welfare and organized by the Department of Adult Education of the National Council of Educational Research and Training.

Efforts to infuse new ideas and dynamism into the programmes of adult education, through such projects are most praiseworthy. It is gratifying to note that the work of the Centre is now ripe for being examined with the help of international deliberation. I am confident that the outcomes of this Seminar would prove to be important landmark in the history of adult education in Asia.

*This is a summary of the text of the address.

On this occasion, I would like to touch briefly upon three pressing educational needs of this age of science and technology, namely, (1) expansion of education in such a way as to cover the entire society, (2) a conceptual revolution in education, and (3) a fundamental reconstruction of educational organisation and administration in order to cover within its scope not simply the education of the young, but education for all ages and for all types of study and training. As you are aware, education is coming to be accepted as an investment which produces valuable resources for development, by activating the potential energy of the human intellect. Expansion of education must no longer refer only to school education, but embrace the entire population engaged in economic and social tasks. By definition, schooling restricts itself to a small class of leisured persons and divides society into the "educated classes" and the "uneducated masses". This division has become harmful. Unless education gathers within its fold every educable person without exception, the stock of "trained intelligence" in the world cannot grow rapidly. My idea of educational expansion, therefore, includes within its scope the age-range of 6 to 60 years.

The dizzying pace of technological change call upon every one to make constant adaptations to the changing structure of home-life, working-life, social-life and of the world-community as a whole. Such adaptations require constantly new knowledge, skills and change of attitudes. In our concept of expansion, we must begin to emphasise the need of an ever-growing stock of 'trained intelligence' at all age-levels and particularly in adulthood.

My second idea is concerned with the concept of education traditionally looked upon as preparation for life. This is a terminal concept and no longer relevant to the purposes of today's education. The process of education has now to be co-terminous with man's life. The traditional concept, therefore, needs to be revolutionised, firstly for taking education outside the restriction of the terminal process of schooling and, secondly, for correcting the imbalances in the supply of skills, knowledge and attitudes.

The third point I have in mind is the necessity to re-structure educational organisation and administration to cover, within its scope, a large constellation of educational programmes for children and adults. So far, the administration of education has concerned itself with the school stage. School education is not enough to enable an individual cope with the adaptations to be made in adulthood. In the re-organisation of educational administration, therefore, importance will have to be given to the integrated view of education.

For meeting the challenge of this larger programme, the administrative structure of education will have to allot a much larger share of personnel and finances to adult education activities. The full growth of these activities will naturally take some time. But administrative efforts in this direction must begin very soon. The Polyvalent Adult Education Centre has already provided an excellent example of such an innovation. This programme is an important step towards bringing about such relevant changes. Deliberation on this subject would provide valuable guidelines not only for further work in this area but for organizing many a similar innovations in the entire field of education. I, therefore, extend to you all my best wishes for the task you have undertaken. I have great pleasure in inaugurating this Seminar.

Appendix B-II

Presidential Address to the Asian Regional Seminar on Polyvalent Adult Education Centres*

By

Prof. D. P. Yadav, Union Deputy Minister for Education and Social Welfare, Government of India

On behalf of the Government of India, Ministry of Education and Social Welfare, and the Indian National Commission for Co-operation with Unesco, I have great pleasure in extending to the distinguished delegates from Asian countries, the representatives of the Unesco., F.A.O, I.L.O. and other U.N. and International organisations, and special invitees, a hearty welcome to India and to the city of Bombay. Your ready response to our invitation to participate in this Seminar is very heartening indeed as it is an indication of the importance which you attach to the subject of the Seminar.

The Government of India would specially like to express its deep gratitude to the Unesco for providing financial and academic support for organising this Asian Regional Seminar on Polyvalent Adult Education Centres. The success of the Centre, to a great extent, is due to the support which we received from Unesco and its experts from time to time.

It is a privilege to welcome this morning our Chief Guest, the distinguished Education Minister of Maharastra who has very kindly agreed to inaugurate this Seminar. Under his inspiring leadership, this State has made rapid advancement in the field of education, including adult education. The State of Maharashtra is one of the leading States in the country, particularly in adult literacy and adult education and a pioneer in educational innovations.

I congratulate the organisers of this Seminar for choosing Bombay as the venue, not only because this experiment has first been started in this city but because this State and this city has a long history of adult literacy and adult education work. The well-known programme of *Gram Shikshan Mohim*—the mass literacy is in operation in this State. The Bombay City Social Education Committee, under whose auspices the Polyvalent Centre has been established, has been a pioneer in urban adult education in this country. In recognition of its outstanding work, it

* This is a Summary of the text of the address.

has received the honourable mention of the Mohammed Raza Pahalavi and Nadezhda Krupakaya Prize in 1969. It is, therefore, befitting that an experiment like the Polyvalent Adult Education Centre should first be established in this city and in this State.

Such Seminars do provide an opportunity for the presentation of one's problems, exchanging ideas and experiences and arriving at certain concrete proposals. We are told that there are now 750 million adult illitarates in the world, approximately half of which are over 15 years of age. Eight out of ten adults in Africa, five out of ten in Asia can neither read nor write. It is a fact that there is a significant co-relation between illiteracy and gross national production. Struggle against illiteracy is thus a struggle for economic and social development.

The question is as to how the countries in this region can tackle the problem of liquidation of illiteracy. We have the experience of mass approach where the accent has been on utilising the services of educated people for literacy work. These programmes have succeeded in some of the countries where the requisite political and popular support and leadership has been available. Side by side the mass approach, it is necessary for developlng countries to adopt some alternative strategies. This strategy has a close relationship with the whole concept of literacy. Literacy, if it is to be worthwhile, must be functional. Reading and writing should lead not only to elementary general knowledge, but to training for work, increased productivity, a greater participation in the civic life, a better understanding of the surrounding world and should, ultimately, open the way to basic human culture. Combined with this concept of literacy is the idea of organising meaningful programmes which are specially suited to groups which can be easily identified, controlled and motivated for intensive literacy work and adult education.

We, in India, have deliberately accepted, as part of our planned development, the idea of functional literacy programmes in relation to our agricultural development. We have Farmers Functional Literacy Project which is a part of the World Experimental Literacy Project. This, Project, by itself, is of an experimental nature and will cover, during the Fourth Plan Period, which will end in March 1974, hundred high yielding varieties districts (out of 340 districts in India) and the number of farmers involved would be 1 million. We are keen also to introduce the concept of functional literacy in the industrial sector. Industrialisation is unthinkable without a skilled labour force. Obviously, this entails training, not only of technical personnel, but also of workers of all kinds, possessing the necessary skills and abilities. This type of training include elements such as vocational technology, industrial design, arithmatic, industrial safety and hygiene, socio-economic quetsions and civics, which can only be learnt where there is already a certain level of literacy. This is where functional literacy comes in when we talk of the education of industrial workers.

I am of the firm belief that the function of adult education is to provide every adult citizen with an opportunity for education of the type which he desires and which he should have for his personal enrichment, professional advancement

and effective participation in social and political life. Thus, the scope of adult education is wide, as wide as life itself. Its requirements are somewhat different from those of the normal school system.

If we study our programmes, we will find that each programme has stressed a single aspect of the educational need or the adult such as literacy, civic education, trade union orientation, vocational education or technical training and these have not been able to cater to the total educational need of adults. We have to realise that the working adult has to face different problems in his daily living, as a husband or a wife, as a parent, as a member of trade union, as a worker, operative or technician and as a citizen. To be able to perform his or her multifaceted role statisfactorily the worker in India, especially of current generation, who has to live and work in a changing society which is different in kind from the traditional society, needs a many-sided programme of education related to multifaceted needs. What is needed in the context of situation obtaining in developing countries, appears to be a "polyvalent adult education programme" based on integrated curriculum which takes into account the social and economic, vocational and cultural needs and, at the same time, directed towards enabling the working man not only to produce more but to live a richer and fuller life by improving his knowledge and skills. This is the genesis of the experiment of establishing Polyvalent Adult Education Centre, the first one in this city.

The main emphasis in the programme of the Polyvalent Adult Edcation Centres is that education and training of working men and women results in better understanding of their role in increasing the productivity, inculcating in them, through integrated courses in general education, vocational education, and social and cultural education, the ability for adapting to the changing pattern of social economic and political life and the technological developments taking place in the world of work.

One of the important features of this project is its approach to programming. What the adult wants to learn and what he is to learn, however, depends upon social milieu in which he lives and works, His needs, interests, problems and his ambitions are products of his environment. Therefore, each programme planned by the Centre is based on a systematic study of educational needs of different categories of working adults, in different set-ups, in industrial establishment, in business concerns or in other working organisations or in different walks of life. The course curriculum is planned keeping in view the level of education, experience of work and the language known by the prospective participants and the requirements of the jobs to be performed.

The time and places for holding the classes are decided keeping in view the convenience of the participants. The programmes of the Centre are planned taking into account the fact that, for working men and women, learning would be only a part-time activity as otherwise it is likely to interfere with their full-time responsibilities of work and family. Effectiveness of all courses depends to a large extent, on the quality of the instructors who could keep the interest of the participants in the programme well sustained. The Centre, therefore, gives considerable attention in

selecting the instructors, providing them necessary orientation in teaching adults, and in the selection of appropriate methods of teaching and learning. The Centre believes that by obtaining the services of competent persons those who have a living touch with their respective profession like Engineers, Foremen, Personnel Officers, Artist, etc., it is possible to ensure quality of instruction directly related to the realities of the situation with which participants are concerned. This system avoided the necessity of having a large full-time staff as in other institutions.

As the courses are organised at different places in collaboration and in cooperation with different agencies, industrial establishments, business enterprises, schools and welfare centres, the Polyvalent Adult Education Centre does not need to have a big establishment and expensive accommodation. This feature not only reduces cost but also allows the involvement of economic organisations and makes it possible to use the existing resources largely lying unused. A very important concept on which the Centre is based, is that adult education programme, should be able to develop a financially self-sustaining charactar. It has been the experience of the Bombay Centre that it is possible to do so through the involvement of the participants and those who sponsor them to participate in the courses organised by the Centre to share to certain extent the expenditure involved.

Institutions like Polyvalent Adult Education Centres, whatever name is given to them, can be organised under different auspices such as State Departments, Universities, Voluntary Organisations or Municipal Corporations. This kind of Centre not only allows the flexibility in programming but also an integration of general education with vocational training to the logical extent possible to meet the variety of concerns of working men and women in factories, in farms, in business concerns, in offices etc.

I have noted with great satisfaction the excellent work, which has been done by the *Shramik Vidyapeeth* Bombay. It is a new innovation which has provided a new kind of experience in the organisation of adult education programmes which are not only need-based, but in the long run, would prove economical as well. The approach adopted is pragmatic and the experience of just a few years gives a definite indication that such Centres would be useful for evolving a new type of adult education programmes for developing countries in the Asian region specially in urban and industrial areas. I am glad that this Seminar has been concerned to consider this Indian exprience, the concept it embodies and to work out a plan for similar institutions suited to the varying needs of the countries in this region. I hope our experience which we are happy to share with you, would be of some value to you in this task. I am sure you will study this experiment critically and tell us as to what further needs to be done.

Finally, I would like to share with you some of my thoughts on the problem of further or adult education for our industrial workers. With larger plans for industrialisation, there will be a tendency for greater urbanisation in times to come and the percentage of industrial workers would grow. An increase in the labour

force over a short space of time, will in itself call for special measures of adjustment and equilibrium. Added to this is the fact that much of this labour will be drawn from the rural areas involving peculiar and difficult problems of adjustment of the individual to urban conditions of work and social and economic environments. The position is further complicated by the fact that the working classes are largely illiterate and backward. No matter how far we equalise educational opportunities, workers will still have educational needs of their own which can best be met through adult education services. Their training is within the sphere of adult education. Such adult education programmes should be a part of all economic projects in developing countries. This is a challenge which all of us have to meet and an opportunity which we should not miss.

Appendix C

MESSAGES

(i) Mr. John E. Fobes, Acting Director General of UNESCO, Paris

"I send my warm greetings to the participants and the distinguished guests at the inauguration of the Asian Regional Saminar on Polyvalent Adult Education Centres. I would also congratulate the Indian Government on their initiative in holding this Seminar, the first of its kind in Asia, with which Unesco is happy to be associated. Polyvalent Adult Education has an important role to play in the second development decade as it relates the education of the working adult to his vocational, civic and cultural needs. I hope that your deliberations will be inspired by India's experience in this field and will lead to the establishment of similar centres in other Asian countries. Wishing you every success."

★ ★ ★ ★

(ii) Dr. G.S. Pathak, Vice President of India

"I am glad to learn that the Ministry of Education and Social Welfare, in collaboration with UNESCO, is organising an Asian Regional Seminar on Polyvalent Adult Education Centres at Bombay from 20th to 27th September 1971, and that delegates from eighteen countries of the Asian region will participate in it along with representatives of UNESCO and other U. N. agencies. The Seminar will serve to evaluate the work done by the Shramik Vidyapeeth at Bombay, and enable other countries in the Asian Region to evolve suitable adult education project for their people.

I wish the ensuing Seminar all success."

★ ★ ★ ★

(iii) The Prime Minister's Secretariat, New Delhi

"The Prime Minister conveys her good wishes for the success of the Asian Regional Seminar on Polyvalent Adult Education Centres being organised by the Ministry of Education and Social Welfare at Bombay this month."

★ ★ ★ ★

(iv) Shri Ali Yavar Jung, Governor of Maharashtra

"I am glad to learn that an Asian Regional Seminar on Polyvalent Adult Education Centres is being organised in Bombay and express the hope that the exchange of ideas and experiences there will not only help to formulate more effective plans of action for increasing productivity and contribute further to the enrichment of the personal lives of workers in their respective countries.

I send my best wishes for the success of the Seminar."

★ ★ ★ ★

(v) Shri R. K. Khadilkar, Union Minister for Labour and Rehabilitation

"I send my warm greetings to the participants of the Asian Regional Seminar on Polyvalent Adult Education Centres. I am glad to know that the Centre at Bombay has been able to do good work in a short time with the active collaboration of UNESCO. Our experience in this regard should help other Asian countries to take up similar projects.

The Polyvalent Adult Education Centres, I am glad, seek to upgrade low skill workers to higher levels of work and productivity by providing in-plant training. An increase in the skills and competence of workers can be a factor of great significance in the economic growth of a country and the well-being of its working class. Any efforts in this regard, therefore, deserve wide recognition and appreciation. I hope the participants in the Seminar will make a very useful contribution to the promotion of the objectives of the Polyvalent Adult Education Centres."

★ ★ ★ ★

(vi) Shri Moinul Haque Choudhury, Union Minister for Industrial Development

"I am happy to know that the Ministry of Education and Social Welfare is organising an Asian Regional Seminar on Polyvalent Adult Education Centres at Bombay from 20th to 27 September, 1971 in collaboration with UNESCO. The establishment of a network af Polyvalent Adult Education Centres to plan and develop integrated education and training courses of various durations for workers and prospectve workers is very necessary in our country and particularly at the present juncture of time. Adult education has been in existence in our country for a very long time, but its development as an organised educational activity is fairly recent. It is only proper that the Seminar on polyvalent adult education is being held in Bombay where the first Polyvalent Education Centre, viz; the *Shramik Vidyapeeth*, was set up. I am sure the Seminar will throw up useful ideas about spreading the movement and making the programmes more action-oriented not only in our country but throughout Asia. My best wishes."

Appendix D

Polyvalent Adult Education Centre: Structure & Organisation*

(An Indian Experience)

In a situation where schemes for adult education and training of working adults in urban and industrial areas do not exist, and where development process has to be so rapid that hardly there could be time to wait for having only trained persons in the jobs, where very limited opportunity for on the job training exists, and where State could hardly be expected to support in full the training of adults, it is essential to make the optimum use of existing facilities and resources and involve the educational, social and economic organisations in this task of educating adults which is of paramount importance and immediate concern. Under these conditions, the development of Polyvalent Adult Education Centre, appears to be a viable solution.

Introduction

Adult education in one form or another has been in existence in India since times immemorial, but its recognition as an organised educational activity is fairly recent. So far, only sporadic and stray attempts have been made by the state, voluntary organisations and a few enlightened employers in developing programmes for education of adults. The bulk of the programme developed by the State consisted of (i) 'social education' with an emphasis on adult literacy, largely confined to rural areas, (ii) workers' education oriented to trade union education, and (iii) vocational education and technical training in a limited manner In each of these programmes stress was on a single aspect of the need of an adult such as literacy, cultural and civic enlightenment, vocational training, or trade union orientation. However, on account of the polyvalent nature of the educational needs of adults it was realisd that in the context of the situation obtaining in India particularly, what was needed was a polyvalent programme of adult education which took into account the social, economic, and cultural needs and at the same time, was directed towards enabling the working adults not only to produce more by improving their knowledge and skills but also to live a richer and fuller life.

* Summary of Agenda Paper No. 1—Asian Regional Seminar on Polyvalent Adult Education Centres.

Recognising the varying educational and training needs of different categories of working adults and the lack of adequate facilities to meet these needs, it was proposed to initiate a project adopting the polyvalent approach in an institutional form called Polyvalent Adult Education Centre.

Assistance by UNESCO in the form of experts and equipment was offered for the purpose of developing the project. The project envisaged establishment of a Central Adult Education Organisation to plan and set up a net work of Polyvalent Adult Education Centres as well as provide guidance in their operation.

II

Purpose of the Project

The purpose of the project was to plan and develop integrated educational and training courses of various durations for workers and prospective workers through the establishment of a net-work of Polyvalent Adult Education Centres and thus demonstrate to the country how functionally valuable and to a fair measure, financially self-sustaining, programmes, of continuing education could be organised for a large number of workers having different levels of skill, educational background and experience of working in a variety of settings, so as to make them better workers by improving their job competence leading to their increased productive ability and at the same time enriching their personal lives.

III

Establishment of the Project

The project was formally established in 1967. It was proposed to set up Polyvalent Centres in the first instance in urban areas more precisely in industrial centres as the :

(i) need for adult education was more conspicuous and socially better recognised in urban and industrial centres;

(ii) material recourses invested in the education of those employed in industry and business will give quick results and will be able to show their effectiveness more clearly;

(iii) motivation of the people to participate in continuing education in urban and industrial areas was considerably higher, and

(iv) the whole series of other elements and inputs necessary for the organisation of education such as teaching staff, educational accommodation, equipment, and experts were considerably more favourable in urban areas.

Accordingly, the first Centre was set up at Bombay in March, 1967.

IV

The working of the *Shramik Vidyapeeth* (Polyvalent Adult Education Centre), Bombay

As mentioned above, the first Centre with its corresponding Indian name *Shramik Vidyapeeth* was set up at Bombay.

a. Organisation :

The Bombay Polyvalent Centre works as an autonomous organisation with the financial assistance of the National Council of Educational Research and Training and technical guidance of the Central Adult Education Organisation Unit. The centre is managed by a ***Shramik Vidyapeeth Samiti*** (management body) consisting of 17 members representing the interests of workers, industrial undertakings, education, business enterprises, municipal corporation, adult education agencies etc. The ***Samiti*** plans and executes the specific programmes of the ***Vidyapeeth*** through sub-committees appointed for specific tasks.

b. Scope :

The ***Vidyapeeth*** aimed at providing opportunities for polyvalent (many-sided) education and training to adults working in industries, transport, hotels, restaurants, business concerns, homes and various organisations in the city of Bombay.

c. Objectives :

The main objectives of ***Vidyapeeth*** were :

(i) to enrich the lives of workers through knowledge and better understanding of their environment;

(ii) to prepare them more adequately through general education for vocational and technical training ;

(iii) to improve the vocational skills and technical knowledge of workers for raising their efficiency and increasing productive ability ; and

(iv) to develop the right perspective in them towards work.

d. Staff :

The ***Vidyapeeth*** had a provision of only a nucleus of full time staff for academic and administration purposes which consisted of a Principal and two Lecturers. For office and secretarial assistance, it had a modest establishment of necessary staff. In addition to this, the ***Vidyapeeth*** has a liberal provision in its budget to obtain the services of qualified, experienced, and competent instructors, demonstrators, lecturers and consultants on part time basis, according to the requirements of each programme organised. As it is true of all new educational institutions it took considerable amount of time in selection and appointment of the staff of the ***Vidyapeeth*** in initial stage. In addition, there was also a rapid turn over of staff.

Each staff member was expected to help in planning the programme, designing curriculum, selecting and training the part-time instructors, conducting and supervising the courses. Experience suggests that as the ***Vidyapeeth*** expands it would need additional staff to provide at least the supportive services such as library and documentation, audio-visual aids, teaching materials, and evaluation and follow-up.

e. Programme :

In accordance with the concept of flexibility in programming the ***Vidyapeeth*** did not have any pre-designed or pre-determined programme. Therefore, on the basis of specific needs of particular groups of working adults, programme consisted

of educational and training courses of different durations. Accordingly the *Vidyapeeth* organised a number of courses such as training Course in Mechanical Draftsmanship, Course in Industrial Electricity, Course in Boiler Attending, Course in Bench Fitting and Sheet Metal Work, Course in Home and Family Living and Language Courses.

f. The Process of Programming :

(i) Ascertaining the nature of the programme

The programme and courses of the *Vidyapeeth* were based on specific educational needs and requirement of particular group of workers. To ascertain what programme the *Vidyapeeth* need to offer, a variety of methods which would indicate the need for education and training of the prospective participants were adopted. The methods tried in this regard were : circular letters to industrial establishments, trade unions etc. followed by a series of meetings and contacts with the concerned organisations ; study of advertisements appearing in the local daily newspapers; survey of education needs and use of the survey reports of other organisations to study the characteristics and educational needs of particular group of workers; suggestions for programme made by the members of *Shramik Vidyapeeth Samiti*, technical education institutions, practising engineers, Mill Owners Associations, trade unions, part-time instructors and the out-going participants of the *Vidyapeeth*.

(ii) Selection of Collaborating Agencies

In keeping with the special concepts underlying the organisation of Polyvalent Adult Education Centre, the courses of the *Vidyapeeth* were organised at places convenient to the participants. This in practice meant organisation of courses at several places with the support and cooperation of different agencies in the city of Bombay. It was therefore necessary to identify appropriate agency which was not only willing to cooperate but also helped in facilitating the organisation of a particular course. While selecting collaborating agency for each course, the *Vidyapeeth* took into account not only the availability of rent free class room accommodation but also the offer of such other help as enrolment of the participants in the course, facilities for use of tools and machines for teaching and learning purposes, transportation facilities for the staff and part-time instructors, and possibility of financial contribution to meet the expenditure to some extent. In addition, the collaborating agency was also expected to provide help in designing curriculum for course, organised by the *Vidyapeeth*. Different approaches were adopted by the *Vidyapeeth* in selecting the collaborating agencies. In case or courses developed on the specific requests of certain organisation or establishment, the requesting organisation usually was expected to be the collaborating agency also. For programme developed on the basis of suggestions or in pursuance of survey of educational needs, or on the requests of certain individuals, the *Vidyapeeth* often explored the possibility of getting the necessary facilities and support from one or several agencies in the city.

It has been the experience of the *Vidyapeeth* that working through collaborating agency not only cuts the cost involved in organising the programme considerably, but was also helpful in reaching the groups of prospective participants and

involving the community agencies in a meaningful way to support the programme. The process of involvement permitted *Vidyapeeth* to utilise the unused resources which were found to be existing within the community, with the enterprises, trade unions, and other organisations. However, it has also been the experience, that all agencies do not easily agree to collaborate with the *Vidyapeeth* untill they are convinced of the functional value of the programme being organised. From the initial experiences of working with agencies it was clear that selection of appropriate agency should be done carefully and much ahead of time, as it generally takes considerable time and effort to persuade the agencies to appreciate and accept the purpose of the course offered.

(iii) Identification of Educational and Training Needs of Participants

Each programme of the *Vidpapeeth* was to be based on the educational needs and training requirements of those who participated in it. In the process of determining the educational needs or training requirements, information was collected by staff of the *Vidyapeeth* about the prospective participants with regard to nature of job done or expected to be done, the task involved in performance of their role, the level of output and efficiency at which they were expected to do their job, nature of the previous experience, educational background, age, language known, timings which would suit them most, etc. A statement giving job description of the participants was obtained from the managers of the enterprises specially for courses developed on the request and suggestions made by them. Usually a few meetings and discussions were also held with the manager including the immediate supervisors for collecting relevant information about the workers who were sponsored by their enterprises. When the courses were to be planned by the *Vidyapeeth*, on the basis of suggestions received, the *Vidyapeeth* approached, directly or through the agency which agreed to collaborate, the prospective participants and tried to gather relevant information. As and when needed the staff made also direct observation of tasks performed by the prospective participants and tried to gather their specific requirements for learning. Experience however suggested that it was helpful and relatively easier too, to approach the prospective participants through an organisation, such as industrial enterprise, business concern, trade union, night school or adult education agency which had direct contact with prospective participants.

(iv) Designing Curriculum of the Courses

The curriculum for each course was developed taking into account the information collected regarding the educational and training requirements of the participants. The actual designing of the curriculum was done by separate 'Curriculum Group' set up by the *Vidyapeeth* for each course. Such a group consisted of one or more subject matter specialist; representatives of the enterprise or a representative of the collaborating agency, the prospective instructors of the course as and when available, and member of the staff of the *Vidyapeeth* who acted as coordinator. The task of each 'Curriculum Group' was to state the general purpose and objectives of the course, give the contents of the course keeping in view the objectives to be achieved, specify the duration, number of class sessions, and methods of teaching each content unit such as, lecture, symposium, demonstration, and film.The content of

the curriculum was so designed that it included general education subject to a logical extent possible, either to supplement technical requirements or to add to the knowledge and information of the environment in which the participants worked and lived.

In developing curriculum, an important consideration was the duration and content of the course, as these needed the acceptance both of the participants as well as of those who sponsored them. It was seen in some cases that the management insisted on reduction of the duration without reducing also the course content. In one course the enterprise desired that the content be restricted to the knowledge and skill required to perform a particular job and did not favour that the topics of general interest to the participant should also have some place in the curriculum. Whereas the participants saw value of an integrated course. In planning the curriculum, the *Vidyapeeth* had to work out a compromise between the needs of employers and needs of workers participating in the course.

Another difficulty was related to the development of integrated courses. The concept of integrating general education in the programme was a new experiment in itself and no previous experience of this type of approach to programming was available to *Vidyapeeth*. In addition to it the staff also being new to this kind of work it was a complex task in the beginning to design curriculum based on the principle of integrating knowledge, skills and values relating to different aspects of the life of participants in a meaningful manner. It was therefore natural that the new staff of the *Vidyapeeth* required, orientation and time to have experience for developing programme based on this approach. There was, however a considerable improvement in courses planned after the initial experience of first year.

(v) **Determining the Timings of Conducting the Courses**

As a matter of policy efforts were made to conduct the courses during the timings found convenient by the participants. This imposed the necessity of taking into account several factors such as working hours of the participants and the organisations in which they worked, convenient location of the class, facilities of transport, and the permission of the collaborating agency. For courses organised in collaboration with a particular enterprise, timings could be determined only with the approval of the management. It was found that the management frequently favoured timing for holding the classes outside the working hours so that the absence from work did not affect the production. However, there were, some enterprises, which allowed about half an hour early release to the workers sponsored to participate in the courses. In one instance, management also allowed their workers to attend course entirely during the working hours of the enterprise. On the whole, half an hour early release was considered to be a good strategy as this called for sacrifice of some time from the participating workers as well. Timings for courses conducted by the *Vidyapeeth* itself at places other than the enterprises had to be outside the working hours as that was the only way most participants could find convenient time to attend. The attitude of employers, even in respect of workers, not sponsored by them was found to be favourable in most instances.

(vi) Enrolment

Enrolling participants in a particular course posed a problem in the beginning as the applicants were few, mainly because the courses offered were less known. This problem was resolved subsequently with the cooperation of enterpises, industrial associations, trade unions, and labour welfare centres which gave publicity to the *Vidyapeeth* courses, and also sponsored candidates in courses. For enrolment, participants were required to register themselves directly or through the organisation with which they were connected. Selection was then done by a 'Selection Committee' consisting of the staff of the *Vidyapeeth*, representative of collaborating agency, technical specialists and instructors of the course. The policy was not to have more than 30 participants enrolled in each course.

(vii) Selection of Part-Time Instructors

Keeping in view the topics to be taught in each course, instructors were appointed on part-time basis. Selection of instructors was based on personal approach of the staff of *Shramik Vidyapeeth*. Specialised institutions, enterprises, and individuals known to the staff were also requested to provide the names of persons who could teach on part-time basis, topics of a given course. In making the selection of instructors, besides the requisite qualifications, practical experience and the ability to teach in the local language were also taken into consideration. Finding competent persons who could teach in the language understood by the participants was by no means an easy task. This was one of the major limitations in organising courses effectively. To facilitate the effective teaching the *Vidyapeeth* introduced team-teaching, use of audio-visual aids, and distribution of notes in local languages to the participants. In selecting part-time instructors, it was possible for the *Vidyapeeth* to select instructors from the technical staff of the enterprise as well as from outside institutions. An instructor with experience of similar work and knowledge of local language with some orientation was generally found to be a better teacher.

(viii) Training of Part-Time Instructors

As instructors for teaching the courses were part-time and as they did not have experience of teaching such courses all instructors needed some kind of orientation or briefing so that they could be acquainted with the purpose of the *Vidyapeeth*, objectives of the course being taught, contents of the syllabus, methods of teachings, characteristics of the participants etc. Since it was difficult to organise such orientation for a group of instructors the staff of *Vidyapeeth* arranged individual meetings at the place and time convenient to the part-time instructor at his residence or place of work. Informative material on *Shramik Vidyapeeth* and the course was given to the part time teacher during such meetings for their reference and use.

(ix) Supervision of the Courses

The process of supervision was to see that a particular course was conducted according to the schedule, the instructors were available to teach on dates and time scheduled, participants attendance record was maintained, necessary teaching and

learning materials were available to the class in time, and the class room environment was adequate. It was observed that for courses planned and organised in collaboration with the enteprises, it was possible for the enterprises themselves to share to some extent the responsibility of supervision with the *Vidyapeeth* staff. This, not only eased the work load of the individual member of the *Vidyapeeth* but was also found useful in ensuring effective cooperation from the agency concerned.

(x) Methods and Materials :

The teaching and learning methods adopted varied according to the nature and content of each course. Lectures, discussions, demonstrations, practical exercises, films and visits to other institutions, workshops, factories etc. were frequently used to promote learning. There was no regidity about the use of any of these methods and the instructors were encouraged to use, to the extent possible, a combination of methods to promote the participants' learning. Since learning materials for the courses offered by *Vidyapeeth* were not available such materials had to be specially prepared, or those used in similar courses had to be borrowed from other agencies. The courses being 'tailor made' no text book as such was considered suitable. The *Vidyapeeth* therefore, encouraged the part-time instructors to provide mimeographed notes, sketches, diagrams, blue prints, and illustrations in the regional languages to the participants. Such materials were intended to serve as a basis for purposeful discussions and useful reference material for the participants. Each participant was also provided during inaugural session of the course with a folder containing a copy of the curriculum, time-table, list of participants and instructors, and an informative note on the *Shramik Viayapeeth*. The folder was also intended to enable the participants to keep the record of class notes, practical exercises, demonstrations, field visits as well as other literature provided during the course by the instructors.

The *Vidyapeeth* felt that the work of producing need-based teaching materials being a special task, it would be necessary to have services of additional full time staff.

(xi) Evaluation :

Evaluation was intended to be an on going process in each course of the *Vidyapeeth*. During the first year, however, no systematic procedure for evaluation of the courses could be laid down. Subesquently, as experience was gained, it was considered important to include evaluation procedure in the curriculum itself for the instructors, participants as well as for those concerned with the organisation of the courses. The evaluation consisted of a pre-test and a terminal test. The results of the pre-test revealed the degree or the level or knowledge, information and skills, possessed by the participants on the basis of which what was to be taught in the course to meet the objectives was determined. Results thus obtained from the pre-test were fed back to improve the organisation of the course. A terminal test was administered to find out how much the participants in the course were able to learn. In addition to it, with a view to making general assessment of the value of each

course, a discussion with the participants was generally held in the concluding session. Views of the instructors who taught the course and the representative of the collaborating agencies were also elicited.

In general, there was a great appreciation of the courses particularly those which helped the participants in increasing their occupational knowledge and skills, courses which enabled them to make vertical or horizontal changes in the job position possible, courses which helped them to improve their qualifications and thus enabled them to seek better jobs and better wages. The appreciation of some of these courses was also reflected in the requests for repeating the courses or developing new ones on similar lines for different categories of workers. Such requests were made to *Shramik Vidyapeeth* by the collaborating agencies, enterprises, business organisations, trade unions, employers, and individual workers themselves.

The experience of the *Vidyapeeth* suggested that the less qualified workers were interested in having courses which helped them to qualify for a recognised examination. Since the *Vidyapeeth* courses were 'tailor-made' to suit the job requirements, such courses by their very nature were not suitable for such purposes. As requested by the participants as well those who sponsored them, the *Vidyapeeth* has been issuing a certificate of attendance to all the paricipants attending particular courses.

Financing :

The primary source of finance for the *Vidyapeeth* has been the grant-in-aid made available by the National Council of Educational Research and Training to meet the cost of salary of full time staff, office administration, transport, incidental expenditure and honorarium to the part time staff whose services were obtained according to the requirements of the programme. UNESCO provided some equipment, audio visual aids, and transport required for use in the programme. As the programme of the *Vidyapeeth* progressed, it was possible to involve the collaborating agencies in sharing part of the cost of organising the course. They provided rent free use of class rooms, use of equipment and tools, workshops, transport facilities and in some cases cash contribution. This being a new experiment, initially, it was decided not to charge any fee from the participants or those who sponsored them. However, it was encouraging to note that in certain courses the participants themselves expressed their willingness to pay towards cost involved in organising the course. Similarly, enterprises and trade unions which made requests either to repeat a particular course or develop new ones, were also willing to meet the cost involved in organising the course. Thus, as the enterprises, trade unions and the individual participants began to see the functional value of courses, they offered material support also to the *Vidyapeeth*. This experience indicated that the *Vidyapeeth* had potentialities to extend the scope of such support and thus develop to some extent into a financially self-sustaining institution of adult education.

V

General Observations and Conclusions

The experience on the working of this experimental project, though only of a few years, clearly proves the soundness of the idea behind the polyvalent approach that an integrated adult education programme would not only make the adult a better individual but increase his productive capacity. There was sufficient evidence to confirm the assumption that general education by itself or technical education by itself would not meet the need of the industrial worker but only an integrated course of both would fulfil the objective. There was also evidence that such integration is not only possible but was effective in several ways, particularly in creating motivation and sustaining the interest of the worker participant. Based on the experience of the Bombay Polyvalent Centre, the following conclusions can be drawn :—

1. The learning needs of adults in urban and industrial areas are polyvalent in nature and hence there is need for polyvalent adult education to meet such needs. Pre-determined and pre-designed programme or course with stress on a single aspect such as literacy, vocational training, recreation, or civic education, would hardly meet the need and therefore will generate little or no motivation in the adult participants for learning.

2. Programme planning has to be based on the needs and problems related to the participant's work and life.

3. The biggest advantage is in integrating vocational instructions with general education. The integration of general education with vocational training not only facilitates more meaningful participation in vocational training leading to increased production but also increases the usefulness of general education to the individuals.

4. For working adults, learning is a voluntary and optional activity. To motivate and sustain their interest in learning the competency of the instructors and the methods of instruction need to be of a high order.

5. Organisation of specific or 'tailor made' course is appreciated by the management and supervisors of the enterprises and hence the possibility of involving them and obtaining more support for programme of the centre is enhanced.

6. The programme being part-time, it was possible to get the facilities and accommodation for use from the collaborating agencies and other organisations, thus reducing the cost of the programme. In other words, the Centre need not have huge outlay on buildings and equipment before it is able to run its programme. Besides cutting the cost of accommodation and its maintenance, this arrangement contributes to the success of the programme as the classes are held at places convenient to participants.

7. Another significant result of the experiment is that it is better to have funds for securing the services of well qualified part time instructors than

appointing a few full time permanent instructors who would teach different subjects.

8, Although initially sceptical of the value of the courses organised by the Centre, the managment of the enterprises and other agencies who collaborated in the programme and those who sponsored their workers in the courses expressed their thorough approval of the programme and its impact on the workers. They referred to the following specific results related to their workers who participated in courses of the centre :

"The workers make fewer errors because they can now understand the instruction and work, hence the need for supervision is also less." "The workers are more practical and careful in their work," "The workers have a better attitude towards their work". "The course has helped in improving the work skill and aptitude of workers, We would like to have the course repeated and be willing to share the expenditure involved". "We are noticing that the production errors, accidents and to some extent absenteeism have decreased and many other workers from our factory would like to enroll in the new course". "We would like you to repeat the courses for boiler attendants as many of the textile mills would like to take advantage of your courses and willing to reimburse the cost involved to some extent." "Workers have shown definite improvement. Management is considering to give promotion to some of them."

Appendix D-I

The Shramik Vidyapeeth :
An Evaluative Study of Polyvalent Centre*

(This is a summary of the report of an evaluative study of Ployvalent Adult Education Centre, Bombay, made by the Tata Institute of Social Sciences, Chembur, Bombay in 1969 under contract with UNESCO.)

The Background

The *Shramik Vidyapeeth*, Bombay was established formally in the middle of 1967. The idea, on which the *Vidyapeeth* was established, has been referred to by the use of the term 'polyvalent education'.

The special characteristics of the programme organised by the *Vidyapeeth* would be :—

(i) their polyvalent approach—aimed at the total life of the worker,

(ii) their part-time character—aimed at providing education to those in employment,

(iii) their utilisation of expertise in the community through the nucleus of a small full-time staff,

(iv) their effort to develop special courses to meet needs of particular groups—at their level of education and related to their work environment, and

(v) the involvement of workers' organisations and employers in the course form ulation and course organisation.

The *Shramik Vidyapeeth* was not visualised as a large plant with its own full-time staff and heavy capital equipment. It was more a nucleus of competent organisers, with an educational goal, who could mobilize community talent and

*Agenda Paper No. 1-A Asian Regional Seminar on Polyvalent Adult Education Centre.

community resources to meet the training and education needs of the workers in factories, offices and homes. If this concept could be implemented it would not only ensure operational economy but also help to achieve a level of community inevolvment and awareness that would yield many other intangible benefits.

II

Scope of the Present Study

During the year 1968 when the *Shramik Vidyapeeth* had been in operation for a little over a year, the UNESCO felt that it would be useful to undertake an evaluative review of the work of the *Shramik Vidyapeeth*. A final decision on undertaking such a review and entrusting the work to an independent organisation was taken early in December and work was entrusted to the Tata Institute of Social Sciences Bombay at the end of December 1968.

Objectives :

In entrusting the evaluative study to the Tata Institute of Social Sciences, the UNESCO office specified the objectives of the study.

The first objective was to assess the extent and type of planning undertaken by the *Vidyapeeth* in developing a polyvalent approach. This was sought to be done by a study of *Vidyapeeth* records of meetings and interviews with staff and policy making personnel. This was also the basis for the assessment of the *Vidyapeeth* efforts to develop plans to meet specific needs of different groups. For study of programme operation, a set of ten case-studies covering ten different courses were undertaken. In these studies data were obtained relating to planning, course, formulation participant selection, course management and participant expectations, attitudes and opinions.

These case studies were also useful in meeting the requirements of an overall evaluation of effectiveness of the programme in terms of its objectives.

Courses evaluated :

Between July 1967 and December 1968 the *Shramik Vidyapeeth* had completed about fourteen different courses and had launched another five which were to be completed in the first half of 1969. Taking all the fourteen courses togather about 750 participants are supposed to have attended them.

Of these several courses—completed or underway—ten were selected for detailed study.

Identification of Training Needs :

Planning for a course of training begins with identification of training needs. For identifying training needs the *Vidyapeeth* had undertaken a survey in the working class area and depended partly on the experience and expertise of its own staff and partly on the process of writing exploratory letters to industrial establishments.

Involvement of Cooperating Agency :

An analysis of the planning process in respect of the ten courses shows that where the courses were conceived of by the *Vidyapeeth* the cooperative agencies assumed on the whole a relatively passive role. In the planning, organisation and implementation of the course they played hardly any role. They were actively associated in the selection of trainees, but the selection was faulty and when the trainees dropped off the union authorities or corporating agency seem not to have been of much help—either in keeping up the trainees' motivation or in finding replacements. Where the training need was identified by the employer, the management was more than marginally interested in the programme. The employer was expected to provide physical facilities and access to technical equipment, but he usually also participated actively and helped in developing the course, in selecting the trainees, in deputing some technical staff for sharing in teaching and in providing transportation facilities for visits. The involvement of the cooperating agency is useful in making the syllabus related to specific needs and indirectly in maintaining the morale of the trainees during the training period.

Syllabus Making :

Several factors have to be taken into account while developing a syllabus. One of these is the level of the trainee, particularly his age and education. The content of the course has to be designed to suit the experience, information level and intellectual discipline that a trainee has attained prior to being admitted to the course. One gathers the impression that this factor was not taken into account in the syllabii developed by the *Vidyapeeth* or it may be that though they were taken into account it was not borne in mind while selecting trainees for the various programmes. Sometimes the variation in the educational background of the trainees in a single course was so great that no teacher could have adequately given satisfaction to the trainees at the two ends of the scale. Even in technical courses it appears that the educational background of the trainee was not always kept in mind in devising the syllabus. A third component in the formulation of a syllabus for a short course is to arrive at a minimm size for the sub-units of a course. If you have a training course of a total of 25 lectures you cannot obviously have more than four or five sub-groupings in the syllabus. The *Vidyapeeth* may have to re-examine its policy relating to course building from this point of view.

A different kind of problem, but in a sense a very important one for the educational philosophy of the *Vidyapeeth*, was the problem of weaving 'General Education' into its various courses. The aim in introducing this 'general' or 'non-specialists' elements in the courses was to make the course more rounded and to offer the workers a many sided or polyvalent education. Under the best conditions this is a difficult aim to achieve.

The lectures on 'General Education' were few and were not assimilated to the major objectives and organisation of the courses. If these lectures are really

intended to make an impact they should be given more space in the syllabus. In any case a polyvalent approach demands teachers with a much greater creative ability than seems to have been available to the *Vidyapeeth*.

Course Organisation :

There seemed to be a distinct difference between those courses organised directly by the *Vidyapeeth* and those organised in collaboration with other agencies. The collaboratively organised courses were definitely better organised and supervised. The classes were held regularly, the lectures which were scheduled were delivered as planned, the lecture notes were duly distributed and the visits where planned usually took place. The syllabii for these courses were also more systematically developed.

III

Teachers

An aspect of course organisation, is the selection of persons to teach a course and their effective involvement in the programme. It was mentioned by the very nature of its organisation the Vidyapeeth could not be expected to retain a large and varied full time staff of teachers. The *Vidyapeeth* is expected to have a nucleus of staff that can take initiative in identifying needs for new courses and in setting them up. The *Vidyapeeth* sought to meet this problem by enlisting the support of the middle level supervisory staff of the employing agency for whom the course was conducted. This was on the whole a good strategy—by selecting a local person as a teacher the *Vidyapeeth* could ensure the greater involvement of the cooprating agency, could be assured of the greater likelihood of the class lesson being related to the actual work situation of the trainee.

The choice of teachers for the non-technical courses was less satisfactory. The extent of participation of teachers in course formulation and organisation also varied a great deal. In some cases the teachers said they thought the course drafted for their subject was either too advanced or not sufficiently related to the work background of the trainees. The non-involvement of teachers in the selection of trainees also tends to define their attitudes to the trainees.

Another impression that one gathered from interviews with teachers was their general unfamiliarity of ignorance about the *Vidyapeeth*, its organisation and its special approach to education. Unless the *Vidyapeeth* teaches them either individually or in groups it is unlikely that they could become effective instruments of the new approach sought to be developed by the *Vidyapeeth*.

IV

Participants

Selection of Participants :

In the selection of partipants, there is a clear difference in procedure between the courses organised by the *Vidyapeeth* on its own initiative and those organised by it in collaboration with an employer. In the former case the *Vidyapeeth* seemed

to be at a loss to identify potential trainees. Probably the number of applications was not larger than the number who were admitted. This should be so is not surprising for newly established programme, but if the *Vidyapeeth* activities have to get known the *Vidyapeeth* will have to make conscious efforts to contact agencies and groups which are likely to provide its potential trainees and, in addition use the hospitality of available mass media for publicity of its work and programmes.

The selection of trainees for courses which organised in cooperation with employers followed a different procedure for selection. Here the initiative rested largely with the management.

Background of Participants :

An examination of the social background characteristics of the participants shows that they were drawn from a fairly wide range of income and education. It would not be surprising if such variation was to be noticed between trainees enrolled for different courses. While intra-group variations are problematic for course organisation and instructions, the inter-group variations also have certain implications for programme planning. The more varied the groups and occupations the greater is the planning and course formulation effort required.

Motivation :

Most participants joined the course because they expected that the course would, in some way, help in promoting their occupational careers. It is true that as a rule neither employers nor the *Vidyapeeth* made any promise of promotion or job betterment to the trainees enrolled for the courses : some joined because they had been asked or persuaded by management. In some cases to be selected to undergo a course might itself have appeared as a reward to workers but since the participation in the course usually did not entitle a worker to special facilities even in terms of shift allocation or time off work, this feeling of reward in being selected for the course must have been limited. There was a third group of workers who said they were aware of other courses in the city but they chose this one because they were not required to pay fees and also because they did not have to spend time specially on transportation to a place away both from their home and work. There is thus considerable variation in the factors that motivate individuals to join the types of courses offered by the *Vidyapeeth*.

Attitudes and Opinions :

Several questions were asked to the participants to find out directly and indirectly their attitude to the course. If one is to make an overall judgnent based upon the responses one would say that the participants had generally a very favourable attitude to the course they attended. They liked the subjects taught to them (except in some cases, the general knowledge course which they found irrelevant to

their work), they were willing to join other similar courses and were even willing to pay fees for being allowed to attend the courses.

One of the things the trainees disliked most was for a course to be left incomplete as happened in the case of the Course on English Language, the course on Home and Family Living and on Demestic Help. The trainees also felt, the duration of some of the courses was not adequate and often the lecturers could deal with only very briefly the subject they discussed. Another way of looking at the course is to look at the number of drop-outs. In three or four courses almost one-third of the trainees did not complete the courses.

The fact that a majority of trainees in most courses expressed their willingness to pay fees is heartening. It shows that there is a genuine desire to seek to improve one's knowledge and skills among the trainees. Many of them said they might not have joined the course if they had initially been required to pay; but at the end of the course they were willing to pay fees.

Knowledge Gain :

How much did the trainees actually learn and retain of what they had learnt ? To find out how much he knew or had retained of what he had been taught, a verbal test to each trainee was given.

The results of the tests were satisfactory for four courses. In the other courses the results were average or unsatisfactory. In these latter courses more than half the trainees failed to pass the test even at the 33 per cent marks level. Where it was possible to compare the performance of the trainees with a matched group of non-trainees it was generally found that the trainees did better than the nontrainees.

V

Overall Assessment

An effort was made to give an overall grade to each of the courses based upon the extent of careful planning, the efficiency of organisation, the respouse tone and performance of the trainees and the remarks of the investigators. It may be said that about half the courses were reasonably well organised and the other half were poorly organised. Since one of the purposes of an evaluative study is to identify shortcomings that can be rectified it may be worthwhile to seek to understand some of the specific factors accounting for poor results.

In courses marked 'poor' there was no clear purpose behind undertaking the courses. Even the syllabii were not properly developed. The factors responsible for this lack of planning and supervision were several. One of the important factors seems tohave been the complete lack of experience in this kind of work on the part of the staff of the *Vidyapeeth*.

The UNESCO adviser and the department staff of the Adult Education Department of the NCERT did pay periodic visits. The UNESCO adviser also gave

detailed help on the planning process; but it does seem that the results would have been more satisfactory if the adviser could have been located in Bombay to serve as consultant to the Principal of the *Vidyapeeth* than being located in New Delhi to serve as a consultant to the NCERT.

The staff was not only inexperienced but also numerically inadequate for the purpose of organising fourteen different courses in as many months. The *Vidyapeeth*, however, had still to find its feet; the courses to be devised were new and the guest-teachers suitable for the programme had yet to be identified. Besides, the *Vidyapeeth* staff never all seemed to be in position at the same time.

The courses which were relatively well organised were characterised by two factors. They were all courses in the area of technical skills where the substantive educational content was relatively concrete. The teachers and the taught were both aware of the specific objectives of the course. Additionally, most of these courses were organised in response to an employer's request and with his cooperation.

A point of discussion common to both the technical as well as the non-technical courses is the one about the effectiveness of the polyvelent approach—of clarity among the staff and the members of the *Vidyapeeth*.

From the discussions with the UNESCO expert it appeared that when a polyvalent centre undertakes a programme of education with a group of workers it uses formal as well as informal processes of education. They arrange film shows, exhibitions, workers-discussions, etc., outside the work hours, during lunch-intervals and between shifts. He gave instances of informal programmes for developing appreciations of visual art and music, film discussion groups and groups for discussing books. This also calls for a different scale of endeavour.

At any rate it is difficult to assert seriously that the polyvalent approach has been given a trial through the activities of the *Vidyapeeth* and it is therefore pointless to seek to evaluate the approach. What the *Vidyapeeth* has sought to do is to offer job-courses to people in employment who cannot for reasons of time, money oriented inadequate education, benefit from the regular full-time or part-time courses available in the community. This, in itself is worth doing and has not been attempted so far.

VI

Suggestions

The suggestions follow from the discussion on the previous sections. The first suggestion is obviously the one relation to planning of training courses. Such planning would involve the identification of a clear training need and a group with reference to which the need is to be met : planning also implies a detailed division of the subject area into sub-units and the allocation of sub-units to teachers.

It would be useful for the *Vidyapeeth* to have on its full-time staff one educationist who has experience and training in developing syllabii and courses.

The course formulation must be done with the help of the best qualified experts in the field. They should be paid honoraria for their assistance. In fact the courses and the detailed lessons developed by experts may even bear their names. This will encourage them to take their advisory responsibility seriously. The syllabii should be finalised by a Committee on which the *Vidyapeeth* as well as management of industrial units work together.

In this planning process the potential teachers as well as the cooperating agency should be invited to participate.

Intial Emphasis :

If such detailed planning is to be possible it is obvious that for some time the *Vidyapeeth* should plan not more than about eigth-to-ten courses a year unless it has a larger staff. To begin with it may be best to restrict the courses to needs identified by organised industry. Past experience indicates that these courses are on the whole more fruitful than others. The industrial units for which training is undertaken should be requested to pay part of the cost of training programme.

It is important that at the end of another year or two the *Vidyapeeth* should develop courses to meet the needs of persons engaged in small industry, in shops and establishments, and in domestic employment. Courses may also have to be developed to meet the needs of self-employed artisans and craftsmen.

This calls for the employment of a somewhat larger and more varied staff. If the *Vidyapeeth* is to organise courses on its own it must develop a liaison with other agencies in different parts of the city so that they can borrow the use of their physical facilities. While the cooprating agency might help in every way the overall responsibility for supervising the course must remain with the *Vidypeeth.*

Course Units and the Government Recognition :

As the *Vidyapeeth* develops its new courses it may examine the possibility of developing unit courses which over a period of time can enable a worker to qualify for certificates and diplomas instituted by the State Government.

Apart from high cost training projects there are others in secretarial work, shop attendance, tailoring, laundrying, etc. that could be developed by the *Vidyapeeth* with relatively small investments. The *Vidyapeeth* can explore and develop this area. There is also obviously a demand for courses in English. The *Vidyapeeth* could develop them and offer them independently or as parts of other courses to workers.

It may be good to chrge a small fee to workers who enroll as trainees in a course. This may be particularly useful where the course is organised outside a factory and is open to all who wish to join. This ensures seriousness, regularity and motivation to learn.

Selection of Teachers :

The *Vidyapeeth* must exercise considerable care in the selection of teachers for the various courses. They must choose teachers with the ability to communicate with trainees who have barely middle school education and yet they must know their subjects well.

Selection of Trainees :

The selection of trainees is another area where greater care and clarity are required. The specific target group must be identified in terms of age, work-experience and educational background. It is fruitless to enroll persons who have neither the experience nor the motivation for serious involvement in a particular course. It would be desirable to associate managements and trade unions in the selection of trainees for courses in industrial skills. Efforts must be made to make a course widely known, and well ahead of time.

Establishment of Vidyapeeth at New Centres :

It should be obvious from the overall assessment as well as the suggestions made above that it is our view that the experiment of the *Shramik Vidyapeeth* can be considered to have met with a moderate success. It would be worthwhile to make the effort to improve it and extend it.

In extending the work to other places, two factors may be borne in mind—the existence of a labour force which can benefit by short-term, work-oriented courses, and availability of qualified technical personnel that can serve as a pool of potential teachers for the *Vidyapeeth*. It is, of course, true that polyvalent education as a concept can be extended even to rural areas. The need for organising systematised training for workers is particularly great in industry and the location of polyvalent centres in the urban, industrial areas will at least partially meet this need.

Appendix E

Polyvalent Adult Education Centre : Concept and Description *

This paper attempts to describe the principles on which a Polyvalent Adult Education Centre is based, its purposes, its functions and organisation, as well as its operation. Polyvalent Adult Education Centres will have different forms form country to country and from area to area. The paper has been written with the urban communities in mind, but the basic principles of Polyvalent Centres can be equally well applied to rural conditions and needs.

Introduction

Various means and institutions are serving adult education objectives. The extension of the regular school system, technical colleges university programmes 'on-the-job' training, and numerous other out-of-school activities for adults are serving particular needs or covering specific matters or subjects. All these school and out-of-school programmes and activities have considerable value, but in general reflect either the "comprehensive" or the fragmentary" approach to adult education.

The schemes of adult education suffer either because the concepts evolved take a too comprehensive view of adult education or emphasize a single aspect of life of an adult individual. Schemes based on such concepts are unlikely to move hard-headed government officials, who control the finance, or business executives or planners of economic and social development to allocate adequate funds in support of such work. The other kind of concepts is to view adult education as consisting of activities which are organised with a stress on a single aspect of life. Thus, for instance, adult education might be described as "adult literacy, "social education", "recreational activities", civic education, vocational or technical training, workers' education. Such a list and plethora of objectives gives the impression that adult education is lacking in cohesion and purpose. Adult education carried on such a fragmentary concept is far from constituting an integral whole.

* Summary of Agenda paper No. II—Asian Regional Seminar on Polyvalent adult Education Centres.

There is today a trend in adult education to rationalise, organise, institutionalise, such programmes and activities which take into account the multiple needs of adults and are aimed at total development of the mind of the congnitive skills, the technical abilities and attitudes. There is a growing awareness of the need to build such a type of adult educational institution and to develop programmes in which different educational subjects or areas are inter-related and integrated, in which general and vocational education, civic and cultural education, economic and scientific education, are linked, in a functional relationship, with development needs and objectives, with constant and continuing individual awareness.

A Polyvalent Adult Education Centre is an institution intended to meet these multiple education needs of a working man. The education it provides is structured in such a way as to be sufficiently flexible and dynamic to meet new and changing conditions.

II

Principles and Characteristics of Polyvalent Adult Education

The "Polyvalent approach" to adult education is based on the following principles :

(i) An adult worker's educational needs are multiple and to develop his full personality and his participation in the life of the community he must have continuing access to education and training which includes academic, technical, cultural, civic and other components;

(ii) Educational opportunities should have no terminal point, but should be available over the entire period of the worker's life;

(iii) The main emphasis in such education is on his "functionality"—those needs which will improve his situation as a worker by providing education and training related directly and indirectly to job requirements (in a broad sense).

(iv) Different educational subjects are usually given not as separate "fields" as they are in traditional academic programmes, but in an integrated and inter-dependent manner;

(v) There is not one single entering level, but the programmes permit "entrance" of adults on very different levels, according to their experience, abilities and knowledge (irrespective of how they obtained it).

(vi) The curricula in the traditional sense does not exist but different subjects which can be linked or combined in many different ways by the individual adult learners themselves;

(vii) Programmes are based on real needs—both those of the participants and of the community as a whole. Such needs are assessed through, surveys, interviews, and broad consultations among the various groups

of a community (workers; adult learners, trade union officials, managers of industry and other enterprises, and government administrators, for example);

(viii) As a result, programmes are necessarily flexible. They may be of short or long duration and of varying content and form. They are designed to carry on from the level of educational attainment already achieved and are tailor-made to suit the needs of the participants and the community;

(ix) This flexibility is reflected in many aspects of the Centre's functions :

—The teaching is done by 'specialists' (part time or full time) rather than by school-teachers or full time pedagogues, they vary according to the type of courses called for.

—The classes may be held in different locations around the city (perhaps right in the factory) in a place convenient to the adult students.

—Financial support may come from various sources; the government, muncipalities, enterprises which will benefit from better trained and better educated employees, or even partially from the adult learners themselves;

(x) In order to contribute to the development of the overall "personality" of the participants, there should be units which deal with both cultural and civic education;

(xi) Collaboration with other agencies—social and educational organisations, government administrations, enterprises, business, cooperatives, cultural institutions, mass media—is vital and necessary.

(xii) Parallel to the provision of educative programmes, a Polyvalent Centre could also concentrate on;

(a) the evaluation of its methods and effectiveness of its teaching; and

(b) research activities on both the theory and practice of adult education.

In a nutshell, a Polyvalent Adult Education Centre is different from the usual educational institutions in that it is more than an educational enterprise and represents a combination of educational and non-educational inputs.

III

Programme Planning

The planning of a programme which corresponds to he principles, involves : (i) identification of objectives: problems (both personal and collective), needs in the community at large, groups that need education or training, analysis of the

human, physical, technical, cultural or natural environment (or 'miliew); (ii) analysis of job requirements; (iii) transposition of indentified objectives and needs into educational "subject" and development of an integrated curriculum; (iv) selection and training of part-time staff; (v) selection of methods and materials and procuring instructional equipment; (vi) conducting the courses; and (vii) evaluation and feed-back, and research.

The identification of the objectives, problems, needs and groups :

A functional tailor-made programme must be based on a particular study of a given situation. Several methods can be used. Analysis of objectives and aims in a community etc., surveys among the industries, labour unions, government employment authorities etc., interviews with officials of enterprises, administration, non-governmental organisations, etc., studies conducted by organisations such as universities, research institutes etc., questionnaires which endeavour to obtain basic information on industrial structures, the kinds of skills (and levels) required of workers, the existing educational programmes, etc., interviews with prospective participants, and announcements made by the Centre to potential participants concerning programmes. In this way the courses offered by the Centre can reflect the attempt to coordinate the participants' needs and wishes with the objectives and aims of the socio-economic community at large. There are limitations of time, budget, convenience of both the workers and the sponsoring agency. Selection must therefore be made from within the priority of objectives, needs and aspirations.

Determining job requirements :

Once a group of participants interested in a specific form of training has been formed, the staff of the Centre should determine the job requirement level. This could be obtained through a job description or job analysis or by getting a statement of the tasks to be performed from the enterprises or those who have sponsored the workers in a particular course. It is, however, important that in the analysis of the job requirements, the participant, his immediate job supervisor, and his trainer be involved. For some kinds of technical and specialised tasks, outside specialists may also have to be consulted in the process. The attainment level expected of the participants at the end of the study programme should be formally stated. A performance test can be used to determine the level at which training should shart.

"Translation" of objectives into educational curricula :

This step of the programming process require the maximum of innovation. This is where the diversification of subject-matters comes into the picture. This is where a disaggregation of traditional curricula should be realised. This is where a "subject-centred" programme should be replaced by a "problem-centred" one. In such a type of integrated approach to adult education programmes, there is room and indeed need for literacy skills, for general education, vocational training, professional skills, calculating or measuring skills, psychology, economic, civic

education, book-keeping, aesthetic education, development of value judgements, acquisition of attitudes, training of technical abilities, etc. The inter-relation of all these, and other subjects has to be done in several different ways which correspond less to scholastic "pedagogical norms", but rather to "real situations".

Training of part-time staff

The use of part-time "specialists"—drawn from a variety of professionals engaged in skilled occupations but who are not teachers by profession—imposes on the Centre the obligation of providing 'orientation courses' in adult education methods and techniques, particularly in view of the fact that many specialists, although well-acquainted with the subject, are not capable of transmitting their knowledge, skill and experience. The orientation course usually takes the form of workshops or seminars. Facilities should be provided for refresher courses and individual consultations with the educational specialists for the full-time staff. As the Centre develops, staff training should become an important and dynamic part of its activities. It should be undertaken by a team of full-time staff members including the organisers, educational specialists, psychologists, etc. Polyvalent Centres mainly serve the adults who are part time learners. The fact that they are part time students have significant implications in the attitudes of the educational staff, the selection of methods, and teaching materials. Adult learners are significantly different from children and youth in terms of personality, physical development, experience and social roles. All these factors must be taken into consideration when planning programmes and selecting teaching materials.

Selection of teaching-learning methods, materials and equipment

The methods and materials may have to be directly related to the content of the programme, the educational level of participants, the duration of the course etc. There are diverse ways in which people learn and a combination of approaches may be necessary in order to accomplish the purpose. The teaching-learning materials will vary from course to course and frequently have to be specially prepared by the instructors or organisers of the course in the form of mimeographed notes, charts, graphs, sketches, maps, designs, models, etc. and provided to participants. Two principles have to be observed : firstly, methods and means are not an independent dimension in the learning process, but should correspond closely to the content and to the profile of the learners; secondly, methods and means should always activate the adult learner who is not the object, but the subject of the educational process.

Use of audio-visual aids may be helpful in the process of teaching and learning. When laboratory or workshop equipment is needed special arrangements should be made with cooperating enterprises, secondary schools or appropriate technical institutions, cooperatives or trade unions.

Conducting the programmes

The first 'rule' for conducting a polyvalent adult education activity is that there is not a 'mono' form. The need for a variety of forms is a necessary prerequisite for educational success with adults: discussions, debates, field activities,

practical work, formal and informal training lectures, seminars, "panels", courses, group work, clubs, workshops, shows, exhibition, hobby activities, leisure-time facilities, self-study etc.

The second 'rule' concerns the quite new teacher-learner relationship—the teacher has a modified role as the learner is not someone who is ignorant and merely expects to be 'taught'—he becomes a partner in the educational process. It is difficult to foresee the exact forms but it is necessary to profit from and apply the findings of adult psychology, of group dynamics, of professional relations, of industrial psychology, of micro-sociological studies, and of adult pedagogy.

The actual conducting of the course will include a suitable physical arrangement for the classes, adequate lighting, equipment, audio-visual aids, teaching materials etc. Starting on time, keeping a record of attendance, and following regular time schedules for conducting the class sessions are imperative.

Evaluation, research, and feedback

Evaluation has in fact three objectives : (a) to determine if improvements need to be made in the programme : curriculum, instructors, teaching methods and materials, or the overall planning of the programme; (b) to determine if the programme has indeed met the main objectives; and (c) to measure the impact (socio-economic, educational, professional, etc.) of the programme on the community's or the learner's level.

Evaluation techniques used are : tests (pre-test and post-test); interviews; questionnaires; records (follow-up and performance records); analysis of statistical data or other informative materials; continuous contacts; case studies etc.

It is important that in the process of evaluation the trainee, the trainer, and his immediate supervisors all be involved. The result of the evaluation should not only be made known to the participants and those concerned with the course development and programming, but should also be shared with those who are involved in providing funds.

If the need for action research is felt, its objectives should be : to (i) develop and continually revise methods of identifying educational needs as well as of evaluating pedagogical methods, student performance, efficacity of part-time staff, results of training programmes, etc. and (ii) to experiment and study the result of experiments with new methods with the introduction of educational technology etc.

IV

Structure and Organisation

The organisation of a Polyvalent Education Centre will be determined by local needs. It is important that patterns of coordination be established between, on the one hand, other educational institutes and on the other, various departments of government, trade unions, management, productivity councils and other such organisations.

The Centre does not need to maintain a large establishment, a big capital outlay, workshops, laboratories and a number of class rooms of its own. Nor does it need to employ a large number of full-time staff members. Courses and other educational activities can be organised at places convenient to the workers such as in factories, in trade union buildings, in school buildings during off-school hours, at community or welfare centres.

Full-Time staff

The size of the staff will depend on the size of the Centre and the extent the programme has developed. The responsibilities of the permanent staff include : conducting survey and studies; planning the programmes of the courses and developing the curriculum; organising and supervising courses; recruiting part-time instructors and teachers and their training; preparing teaching materials; providing library and documentary services; and carrying out administrative and clerical services.

Part-time staff

In addition to the full time staff, this type of adult education institution, will engage on a part time basis, according to the teaching requirements in each course, services of competent and experienced people from among the engineers, demonstrators, foremen, teachers and professors who may be working full time elsewhere, to teach on a part time basis in its courses. Using part time staff ensures that a large number of workers can be catered to; it also helps to maintain a direct relationship with the industries, the economic enterprises, and community organisations.

Financing

Methods of financing a Polyvalent Centre will differ from country to country. For example in Yogoslavia, similar centres called Workers' and Peoples' Universities have mixed system of financing. In India, the Bombay *Shramik Vidyapeeth*, at present supported by the Central Government, aims in the future to draw part of its financial resources from participating industries, and trade unions, etc. in the area and to some extent from the participants. In Cuba the new centre at Cuenfuegos is, and will be, completely government financed.

As a generalisation, it is desirable that the government at least in the initial stages, provide funds for the establishment of the Centre and for expenditure such as the salaries of the full time employed staff rent for the premises, transport etc. When the courses of the Centre begin to demonstrate their functional value both to the employers or those who supervise the workers and to the workers who participate in these courses, there is a case for getting financial support from the local community and/or from employers-whether they belong to private or public sector. Employers could reimburse fees, help to provide for or donate teaching-learning materials, permit the use of furnished class rooms facilities in their own premises, or permit use of tools, machines and workshops etc. for teaching purposes. They are sometimes prepared also to appoint members of their professional staff to teach

in the courses on a part-time basis, and arrange the necessary transport for bringing the outside instructors to the class sessions. The participants in these courses are sometimes asked to contribute nominal fee, once they consider that enrolment in such courses will bring about material and social changes in their situations.

Governing organ of the Polyvalent Education Centre

Polyvalent Education Centres are generally governed by a 'board' or a 'committee' consisting of members representing the "polyvalent interests" of the local community such as industry, labour, universities, relevant department of the government, administration, municipal corporation, trade unions, etc. This 'board' must also assure an active liaison betweeu the various bodies concerned.

The above description of the principles of the operation of Polyvalent Centre are generic and reflect the practices and ideas from a number of different Centres. However, the form of any individual Centre, whether in urban and industrial setting or rural and agricultural setting, will take its identity from local needs and resources.

This description is meant to stimulate ideas and give the basic principles of Polyvalent Adult Education to those educators and administrators interested in establishing similar centres.

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Assistant Secretary and Chief Rapporteur	...	Mr. B.C. Rokadiya
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Liaison Officer	...	Mr. G.K. Gaokar
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